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ABSTRACT

Developed as a result of nearly 3 years of development and revision, this evaluation system is designed to assist vocational education management in program planning, accountability, and reporting responsibilities. It was conceptualized within the framework of a management by objectives approach to program planning, but is compatible with other planning systems, and is flexible enough for adaptation to operational requirements of different states. The system insures a core of evaluative data for program planning, or for special studies of program effectiveness. State or local agencies can operate the system under the direction of one professional staff person (less than full time) with a full time secretary, with an additional operating cost estimated at 25 to 30 cents per student. The Center is prepared to assist vocational agencies in the states to install and adapt the evaluation system. Charts, forms and tables illustrate this document describing the system. Previous related reports are available as ED 032 456 and ED 041 121. (CD)

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A SYSTEM FOR STATEWIDE EVALUATION OF VOCATIONAL EDUCATION

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A SYSTEM FOR STATEWIDE EVALUATION OF VOCATIONAL EDUCATION

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U.S. DEPARTMENT OF
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PREFACE

Vocational education agencies require management systems which will assist them in their program planning, accountability, and reporting responsibilities. The evaluation system described in this publication is designed to assist vocational education management in meeting these needs. It was conceptualized within the framework of a management by objectives approach to program planning but is compatible with other planning systems.

This system will be a key component of the "Management Information System for Vocational Education" (MISVE) now in development at The Center. The MISVE will provide additional data for resource allocation decisions in vocational and technical education, including manpower demand, costing, resources inventory, program characteristics, and underdeveloped human resources.

The current system is the result of nearly five years of continuous development, field tryouts and revisions. While no formal studies of reliability and validity of system elements have been produced, the responses of current system users to its value within the context of state management leads us to view the evaluation system as a useful product. By its nature the evaluation system elements and procedures have been designed so as to have sufficient flexibility that it could be adapted to the unique operational requirements of different states. System elements and procedures will require continuous local adaptation and revision as evaluation and accountability requirements change and evidence is accumulated regarding their effectiveness and efficiency.

The State Divisions of Vocational Education in Colorado, Alabama, and Washington, D.C. provided invaluable active cooperation and assistance in the project. Acknowledgement is due to Richard Edsall, Supervisor of Evaluation in Colorado, James Bishop, Associate State Director in Alabama, and June Bland, Research Assistant, Division of Planning, Innovation and Research in Washington, D.C., for their efforts in coordinating the field testing of the system in their respective states. Recognition for significant contributions also is due Harold Starr, project director; Richard Dieffenderfer, project associate; Lonnie Berkebile, computer service supervisor; and other Center staff.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

TABLE OF CONTENTS

PREFACE iii

LIST OF FIGURES ix

SUMMARY xi

System Features

Evaluation instruments
Data processing routines and computer programs

System Advantages

System Installation

INTRODUCTION 3

SYSTEM DESIGN 7

System Characteristics

Conceptual Scheme

The evaluation-program planning cycle

SYSTEM ELEMENTS 13

Program Objectives and Goal Statements

Formulation of a Data Set

Data Collection Instruments

Information Flow

Machine Processing

Description of the Basic Computer Printout Tables

USE OF THE SYSTEM ELEMENTS 21

Coding of School, Program, and Student Information

Relationships of Data Items and Instruments to Goal Statements

Relationship of Goal Statements to Program Objectives

Assessing Goal Accomplishments

Extending the analysis

Illustrating the Evaluation-Program Planning Cycle

REPORT OF FIELD TEST TRYOUTS SPRING 1971 35

Purposes for Field Test Tryouts

Field Test Sites

Procedures

Validation Considerations

Validation Procedures and Results

Resulting System Revisions

SYSTEM IMPLEMENTATION 41

Preparatory Activities

Defining the Functions of Evaluation Personnel

Selecting Personnel

Estimating System Costs

Orienting State and Local Staff

Information Flow

Phase I - Preparatory Activities

Selecting an appropriate sample
Planning for distributing and collecting data instruments
Planning for distribution of data instruments

Planning for collecting of data instruments
Printing of data instruments and related materials

Phase II - Implementation Activities

Collection and inventory of data collection instruments
Preparing completed instruments for data processing
Preparing and distributing evaluation results

Phase III - Revising the Evaluation System

CURRENT DEVELOPMENTS 57

Computer Tables

Installation Assistance by The Center

APPENDICES

APPENDIX A -- SYSTEM PROGRAM OBJECTIVES AND GOAL STATEMENTS WITH RELATIONSHIPS OF DATA ITEMS TO SPECIFIC GOAL STATEMENTS 61

APPENDIX B -- EVALUATION SYSTEM DATA SET ITEMS BY SELECTED CATEGORIES 69

APPENDIX C -- EVALUATION INSTRUMENTS -- CURRENT VERSION 77

APPENDIX D -- EXAMPLES OF COMPUTER PRINTOUT TABLES . . .101

APPENDIX E -- STUDENT ROSTER 145

APPENDIX F -- PACKET OF PRINTED EVALUATION INSTRUMENTS, LIST OF CONTENTS

LIST OF FIGURES

Figure 1 EVALUATION-PROGRAM PLANNING CYCLE 8

Figure 2 OBJECTIVE TWO -- GOAL STATEMENTS 11

Figure 3 ILLUSTRATION OF SCHOOL AND VOCATIONAL PROGRAM CODES 21

Figure 4 CODING FOR VOCATIONAL STUDENT STATUS REPORT 22

Figure 5 ILLUSTRATION OF FOLLOW-UP SURVEY IDENTIFICATION LABEL 24

Figure 6 DF-3 SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA -- ITEM 15 25

Figure 7 DF-3 SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA -- ITEM 16 26

Figure 8 OBJECTIVE ONE -- SELECTED GOAL STATEMENTS 27

Figure 9 DF-5A VOCATIONAL STUDENT INFORMATION CARD -- SIDE 2 27

Figure 10 DF-5B VOCATIONAL STUDENTS STATUS REPORT -- SIDE 1 29

DF-5B VOCATIONAL STUDENT STATUS REPORT -- SIDE 2 29

Figure 11 DF-6 INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS -- ITEMS 9, 11, 15 . . . 30

Figure 12 INFORMATION FLOW 48

Figure 13 SCHOOL DATA FORM INVENTORY 54

SUMMARY

This publication provides a description of The Center's System for Statewide Evaluation of Vocational Education, revisions in system elements based upon tests of the system in two states and a large urban school system, and information regarding requirements and procedures for system installation.

An evaluation system is described whereby state divisions of vocational education, in cooperation with local school systems, can assess the effectiveness of their programmatic efforts. This system, developed in cooperation with several states, provides management data which enable vocational education agencies more effectively to plan, monitor, and redirect their programmatic efforts in providing quality vocational education. The system permits vocational agencies in the states to meet special local and state management information needs by modifying system components. Evaluative data generated by the system also are useful for meeting the reporting requirements of such policy-making bodies and agencies as state boards for vocational education, local school boards, and the U.S. Office of Education.

SYSTEM FEATURES

The achievements of a state's programs are evaluated against objectives and specific goals set by the state for its own programs. This system presents a set of program objectives and goal statements which can be modified to meet the unique needs of individual states.

Evaluation instruments and procedures for their use are also provided to system users. The evaluation instruments are used to collect data from local schools and provide information about: (1) program characteristics, including enrollment, program quality, and accessibility; (2) student status and characteristic information, including equal opportunity data and special needs data; and (3) follow-up information for use in assessing the effectiveness of vocational programs in relation to educational outcomes.

Data processing routines and computer programs are made available for facilitating data interpretation and management decisions. Data are summarized for individual schools, for regional areas of the state, and for the state as a whole. Local schools can be supplied with a feedback of evaluative information useful for their program planning and evaluation needs.

SYSTEM ADVANTAGES

State divisions of vocational education have available a core of evaluative data for use in formulating annual and long-range program plans. Goal achievements are assessed quantitatively and without heavy investments of staff time in local school visitations. Duplication of requests for information from local schools is substantially reduced. Data are available whereby special studies can be conducted to answer important questions concerning program effectiveness. Local school personnel have available to them evaluative data for developing annual and long-range local program plans and for improving instruction.

SYSTEM INSTALLATION

The System for Statewide Evaluation of Vocational Education can be operated by vocational agencies at the state or local level. Based on field test experiences, it is estimated that the system can be operated under the direction of one professional staff person (on less than a full-time equivalent basis) who will require a full-time secretary. Costs to operate the system have been estimated, on the basis of field test experiences, to range from 25 to 30 cents per student, excluding the costs for the evaluation coordinator and secretary. The Center is prepared to assist vocational agencies in the states to install the evaluation system and to adopt the system to meet specific needs.

A SYSTEM FOR STATEWIDE EVALUATION OF VOCATIONAL EDUCATION

INTRODUCTION

The Center for Vocational and Technical Education at The Ohio State University has developed a System for Statewide Evaluation of Vocational Education in cooperation with a number of vocational agencies in the states. This publication provides a description of the evaluation system, results of extensive field test tryouts, revisions of system elements based on field test experiences, and requirements for installing and operating the system.

The Center's system for statewide evaluation of vocational education was initiated several years ago in an attempt to meet a need on the part of state divisions of vocational education for an evaluation system which could be used as a management tool to assist them in program planning responsibilities. The states had enjoyed varying degrees of support for vocational education under numerous Federal Acts beginning in 1911. Traditionally, legislation had provided categorical aid to stimulate vocational program development in selected occupational areas. The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 broke with tradition by directing state divisions of vocational education to pursue broader purposes. The new federal legislation was concerned with vocational education outcomes in terms of meeting individual and societal needs rather than focusing primarily on program development. This shift in focus brought with it the requirements for management systems, including evaluation mechanisms, which would assist states in program planning directed toward improving the delivery of vocational education in terms of desired outcomes.

Not only has federal legislation been written to emphasize educational outcomes for specified groups of students, but education now finds itself having to compete at all governmental levels with other agencies and institutions for limited human and economic resources. Decisions by policy-making bodies regarding resource allocations are being made with increasing frequency on the bases of evidence of program effectiveness; relevance to social and economic conditions; and the degree to which programs reflect community, state, and federal interests and concerns.

At the inception of this project, a review was conducted of existing evaluation methodologies in use by vocational education agencies in the states. This review indicated that existing methodologies served a variety of purposes but were not useful for providing evidences of vocational system effectiveness in achieving

specified outcomes. Also, such evaluations were generally not concerned about the relationships between evaluative information and management decisions at the overall system level in terms of the resource allocations and programmatic redirection required to improve the delivery of vocational education.

In response to these needs, this project has produced an evaluation system for vocational education which responds to three requisites. First, the evaluation system is designed to provide management data for program planning purposes. It relates a vocational system's program outcomes to specific program goals as a logical input in planning and replanning vocational system activities and programs. Second, the evaluation system is designed as a continually operative monitoring mechanism in order that program plans may be adjusted whenever required by changes in the field situation. Third, the evaluation system is designed to be sufficiently flexible so that it can be modified to meet changing evaluative requirements in the operational situations of its users.

The counsel of potential users of the evaluation system was that in order for the evaluation system to satisfy state operating needs and be of use in the administrative mainstream as a management tool, the evaluation system had to provide management with:

1) a core of evaluative information useful in planning and management activities of vocational education agencies;

2) information needed for responding to the accountability requirements set by various external agencies, e.g., state legislatures, federal agencies, and the public; and,

3) data about accomplishments for use by policy-making bodies, e.g., state and local boards for vocational education.

Project staff recognized that there would continue to be a need for a variety of methodologies for the evaluation of vocational education designed for other purposes; for example, locally directed self-evaluations and on-site evaluation of vocational programs by state supervisory personnel which are designed for improving instruction. Although designed primarily as a management tool for use in program planning by a vocational agency, evaluative data produced by the system will assist state and local administrative and supervisory personnel in their on-site efforts to improve the delivery of vocational education programs and services by:

1) focusing on program outcomes, e.g., differential holding power and post-training experiences of students;

2) uncovering program elements which seem linked to successful program outcomes; and,

3) pointing out which schools and programs require attention in order to facilitate the accomplishment of specific goals.

Two previous publications[1,2] reported on earlier phases in the development of the evaluation system. These publications reviewed the research and early developmental stages of the system and contained information about the system's features, purposes, design, elements, operating methods and outcomes. The evaluation system is described again in this publication in order to provide a framework for reporting the results of the current phase in project development.

Results of the current phase in The Center's developmental efforts to produce a System for Statewide Evaluation of Vocational Education are included in this report. The evaluation system had previously undergone limited field test and revisions in cooperation with several states. Extensive field tests were required, however, to assess system validity and to determine the extent to which system elements still needed to be revised in order to make the system ready for potential users in the states.

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[1]Harold Starr, A System for State Evaluation of Vocational Education, Interim Report (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1969).

[2]Harold Starr, and Richard Dieffenderfer, A System for State Evaluation of Vocational Education, Final Report (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1970).

SYSTEM DESIGN

The Center's System for Statewide Evaluation of Vocational Education was designed to be compatible with a management-by-objectives approach to program planning by vocational education agencies in the states.[3] In this context, the evaluation system serves as a monitoring mechanism for providing information about the extent to which the vocational agency is achieving its objectives.

SYSTEM CHARACTERISTICS

In order to meet the intended purpose of the system as a management tool to assist states in their program planning activities, the evaluation system was designed with the following characteristics:

1) information is provided which stresses program outcomes in relation to program objectives and goals;

2) an information-measurement system is formulated to provide the particular data required for evaluative decisions about program outcomes;

3) feedback mechanisms are provided to permit monitoring of the effectiveness and efficacy of the information system in providing significant data for decision-making;

4) the system is sufficiently flexible in that individual states can modify system elements without impairing the integrity of the system; and,

5) the system is compatible with other management systems used for program planning purposes, e.g., PPBES, manpower supply and demand.

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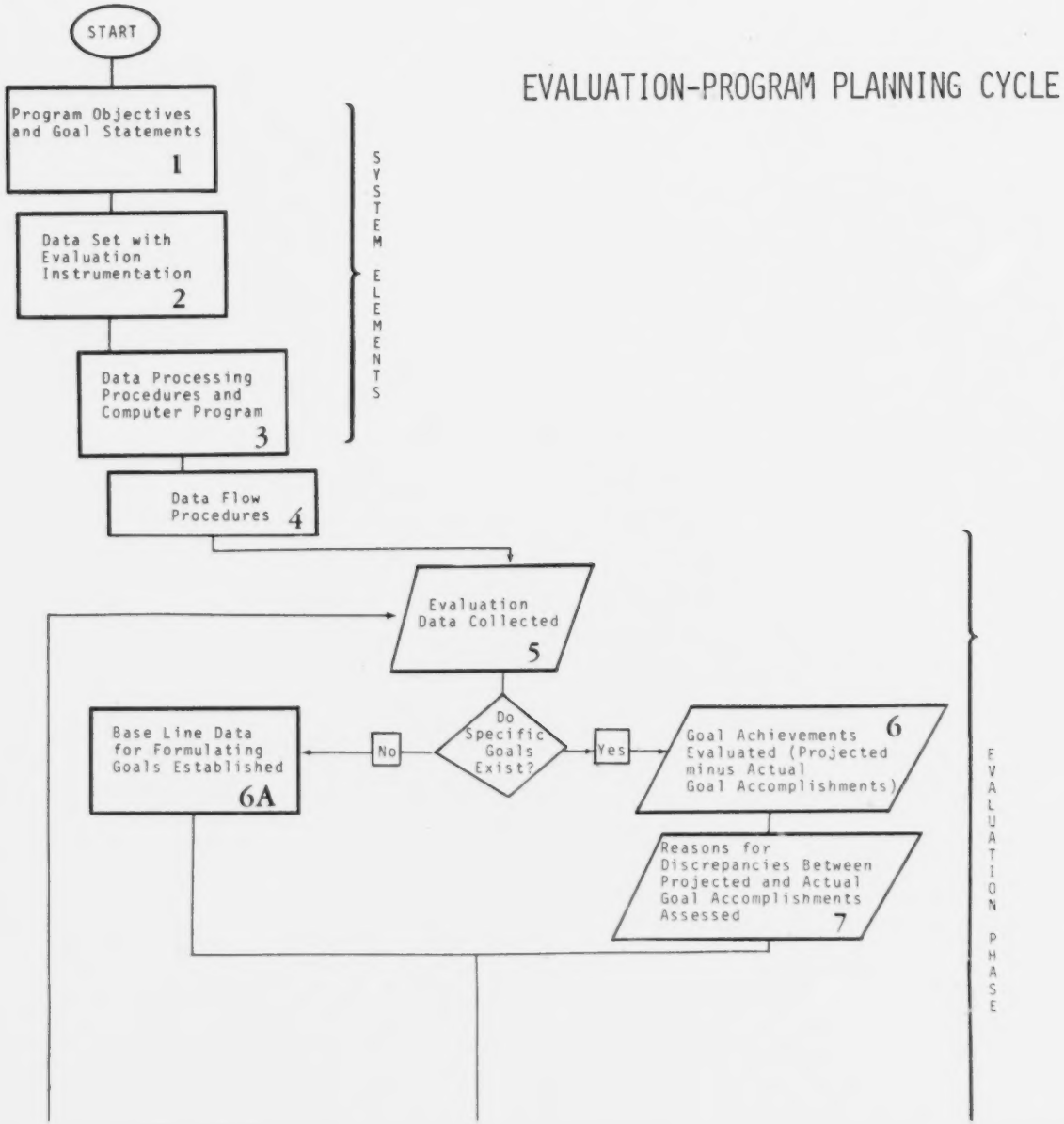
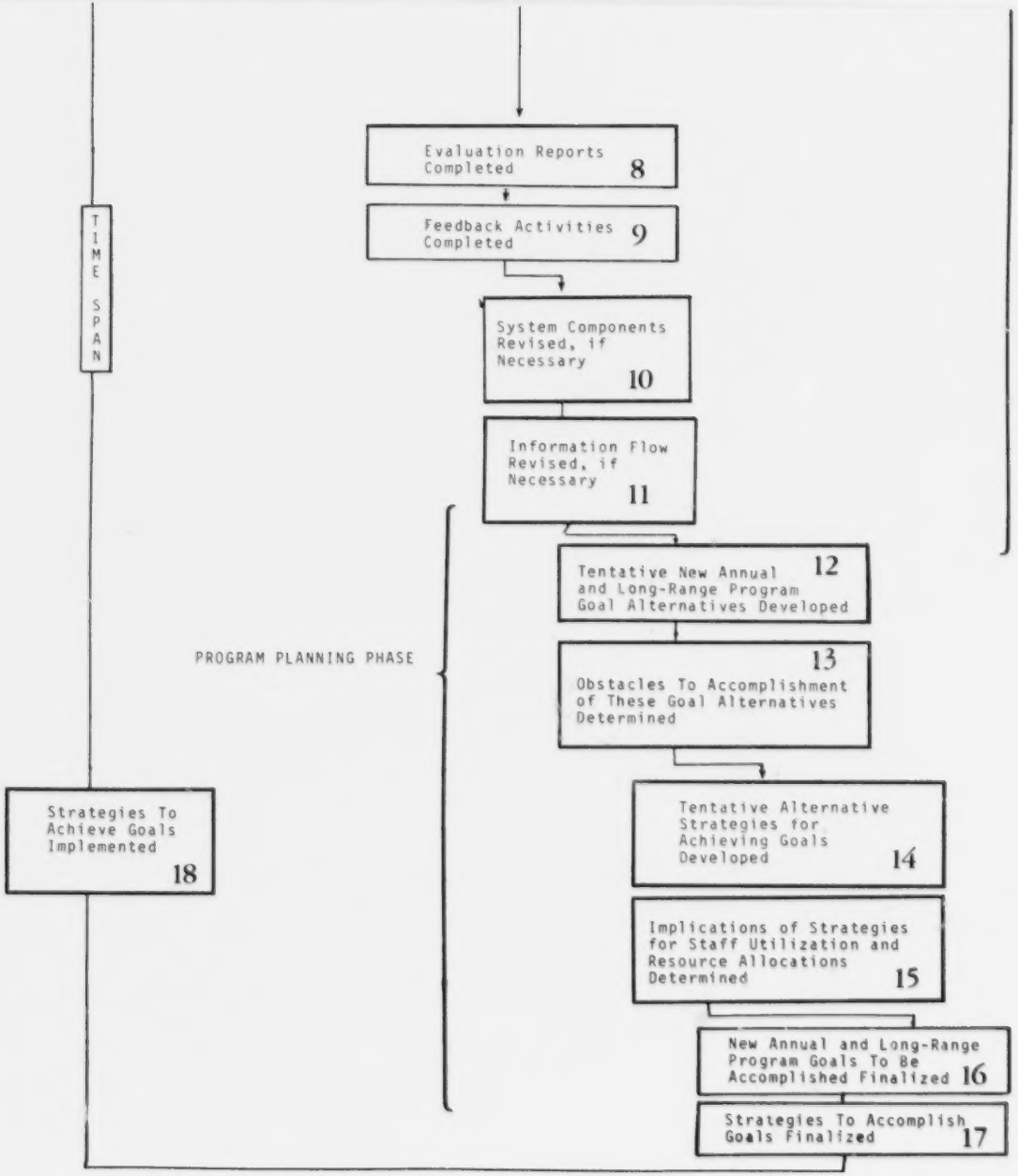
[3]Darrell Ward, and Aaron J. Miller, Second National Leadership Development Seminar for State Directors of Vocational Education (Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1969).

FIGURE 1


EVALUATION-PROGRAM PLANNING CYCLE
START
Program Objectives and Goal Statements 1
Data Set with Evaluation Instrumentation 2
Data Processing Procedures and Computer Program 3
Data Flow Procedures 4
SYSTEM ELEMENTS
Evaluation Data Collected 5
Do Specific Goals Exist?
No
Yes
Base Line Data for Formulating Goals Established 6A
Goal Achievements Evaluated (Projected minus Actual Goal Accomplishments) 6
Reasons for Discrepancies Between Projected and Actual Goal Accomplishments Assessed 7
EVALUATION PHASE


Evaluation Reports Completed 8
Feedback Activities Completed 9
System Components Revised, if Necessary 10
Information Flow Revised, if Necessary 11
Tentative New Annual and Long-Range Program Goal Alternatives Developed 12
PROGRAM PLANNING PHASE
Obstacles To Accomplishment of These Goal Alternatives Determined 13
Tentative Alternative Strategies for Achieving Goals Developed 14
Implications of Strategies for Staff Utilization and Resource Allocations Determined 15
New Annual and Long-Range Program Goals To Be Accomplished Finalized 16
Strategies To Accomplish Goals Finalized 17
Strategies To Achieve Goals Implemented 18
TIME SPAN

CONCEPTUAL SCHEME

The general conceptual model which guided the formulation of the evaluation system is depicted in Figure 1, The Evaluation-Program Planning Cycle which provides for sequencing many major events when coordinating an evaluation system with a set of program planning procedures.

The evaluation-program planning cycle. Steps one through four in Figure 1 represent system elements provided to evaluation system users by The Center. Thus, a vocational agency adopting the evaluation system will have available:

1) a set of program objectives and goal statements;

2) a data set incorporated into six data collection instruments;

3) data processing routines and computer programs; and,

4) data flow procedures.

Steps five through 11 in this cycle represent evaluation system activities, and Steps 12 through 17 represent a hypothetical set of program planning activities which would be compatible with a management-by-objectives program planning process.

The main point which should not be overlooked is the systematic manner in which the vocational agency proceeds in this evaluation and program planning cycle; that is, the vocational agency starts with objectives, which are the major intended purposes or ends which it seeks to accomplish; derives goal statements, which are the measurable means by which objectives are intended to be achieved; assigns specific goals, numerical outcomes to be achieved for each goal statement during the period of evaluation; measures the degree of success in attaining goals; analyzes failures in goal attainment; and systematically initiates program planning procedures to redirect vocational agency efforts and resources in achieving new annual and long-range goals.

An example of an objective, goal statements, and goals to be accomplished are described in Figure 2.

FIGURE 2

SELECTED OBJECTIVE AND GOAL STATEMENTS

OBJECTIVE TWO

To provide comprehensive vocational education which relates general and vocational education offerings to the vocational objectives of students.

GOAL STATEMENTS	
A	75 vocational programs will have their vocational and general education staffs jointly organize their offerings in relation to vocational program objectives.
B	125 vocational programs will have indicated when they next plan to update the occupational competencies that need to be taught.
C	136 vocational programs will use written performance objectives based on an analysis of required occupational competencies.
D	231 vocational programs will provide students with consumer education as part of the total instructional program.

SYSTEM ELEMENTS

Five system elements were developed for providing the data required for evaluative decisions about programmatic outcomes. These elements include:

1) a set of program objectives and goal statements;

2) a data set;

3) a set of six instruments used to collect evaluative information;

4) information flow procedures; and,

5) data processing routines and computer programs to produce data in a variety of formats useful to system users.

PROGRAM OBJECTIVES AND GOAL STATEMENTS

The first element produced was a set of program objectives and goal statements (Appendix A). At the outset of the project it was evident that many states had not as yet fully adopted a management-by-objectives orientation toward program planning. In addition there existed no set of agreed-upon planning decisions common to most states which could serve as the basis for developing a generalizable set of program objectives. Also, at the time the project was initiated, vocational education agencies in the states were undergoing a series of changes in organization, operation, and direction as a result of legislative and policy decisions at both federal and state levels. Federal legislation resulting from the passage of the Vocational Education Act of 1963 and the 1968 Amendments and an overhaul in state plan requirements for receiving funds from the U.S. Office of Education were two major factors influencing the planning modes, the program emphases, and the planning decisions of many vocational agencies in the states. Thus, it was necessary at the onset of the project to formulate a set of program objectives based on expert judgments.

Six program objectives were formulated using inputs provided by staff from cooperating states and advisory committees for the project. These initial six objectives were reduced to four program objectives based on the results of an unpublished national survey conducted by project staff in 1968 in which staff in state

divisions of vocational education were requested to judge the relevance of the six program objectives for vocational education and to suggest revisions or additions.

The evaluation system's four program objectives are as follows:

1) to provide vocational education to youth and adults who will be entering the labor force and to those who seek to upgrade their occupational competencies or learn new skills;

2) to provide comprehensive vocational education which relates general and vocational education offerings to the vocational objectives of students;

3) to make vocational education increasingly accessible to those who desire it; and,

4) to provide quality vocational education which meets the vocational aspirations of people while being compatible with employment opportunities.

A set of goal statements was then formulated for each of the four program objectives. Each goal statement was designed to have a goal (expressed in numerical terms) assigned to it by the vocational agency. By measuring the difference between goals projected to be achieved for each goal statement and actual goals achieved, the vocational agency is provided with direct measures of the effectiveness of efforts toward goal achievement and indirectly the effectiveness of achieving the intended program objectives from which the goal statements derive.

Several documents were used to obtain a starting point for formulating program goal statements, including the Vocational Education Act of 1963 and its 1968 Amendments and "Vocational Education: The Bridge Between Man and His Work."[4] Other sources used in formulating goal statements were the inputs and reactions provided by vocational educators in a number of states, staff from the U.S. Office of Education, the advisory committees for the project, and other vocational education leadership personnel. The formulation of the final set of goal statements was the responsibility of the project staff. The project staff was guided in this task by three considerations involving:

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[4]"Vocational Education: The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education," in Notes and Working Papers Concerning the Administration of Programs Authorized Under the Vocational Education Act of 1963, Pub. L. 88-210, March, 1968.

1) the types of outcome information judged useful for planning and reporting functions by vocational education agencies in the states;

2) the operating situation of the states with regard to the primary target populations served by vocational education and the programs and processes used to provide vocational education for these target populations; and,

3) the availability, cost involved and ease of collection of data required to indicate the extent of goal achievements.

FORMULATION OF A DATA SET

In this system, most data to be collected were derived systematically from program objectives and goal statements. In developing the data set, careful attention was directed toward selecting the minimum number of data elements which would assess the extent to which program goals were accomplished. Additional data items were included to supply information believed to be needed for reporting purposes. Those items in the current data system which are intended for reporting and program planning purposes were formulated by the project staff on the basis of field test experiences in the cooperating states. The data set (Appendix B) was designed to produce a core of evaluative information useful to most states. The data set is organized to provide:

1) student in-school data;

2) vocational program data;

3) school data; and,

4) follow-up information about former vocational students.

The data set will require periodic review by the vocational agency to determine if all data in the set continue to be of value for planning and reporting purposes.

DATA COLLECTION INSTRUMENTS

The completed data set has been incorporated in six data collection instruments (Appendix C). These instruments are titled:

1) Vocational Program Status Report (DF-1)

2) General School Information Inventory (DF-2)

3) Secondary and Post-Secondary Level Instructional Program Data (DF-3)

4) Adult Level Instructional Program Data (DF-4)

5) Vocational Student Information Card (DF-5A)

Vocational Student Status Report (DF-5B)

6) Initial Follow-Up Survey of Former Vocational Students (DF-6)

Four of the six data instruments are designed for completion by local school administrators and vocational teachers. Together, these four instruments (Vocational Program Status Report [DF-1], General School Information Inventory [DF-2], Secondary and Post-Secondary Level Instructional Program Data [DF-3], and Adult Level Instructional Program Data [DF-4]) provide information about schools and programs. Two additional instruments (Vocational Student Information Card [DF-5A] and Initial Follow-Up Survey of Former Vocational Students [DF-6]) provide data about students and former students. The six instruments are more fully described below.

The Vocational Program Status Report (DF-1) is designed to secure information about the extent of vocational program offerings for reimbursed and non-reimbursed vocational programs and current and anticipated staffing needs. This instrument is completed once at the beginning of each school year by a school administrator or his designee.

The General School Information Inventory (DF-2) is designed to secure information about local level general and vocational education programming. This instrument is completed once at the beginning of each school year by a school administrator or his designee.

Secondary and Post-Secondary Level Instructional Program Data (DF-3) is designed to secure vocational education program information for all vocational programs at the secondary and post-secondary levels. This instrument is completed by a vocational teacher once at the beginning of each school year for every instructional program offered. Additional Secondary and Post-Secondary Level Instructional Program Data Forms (DF-3) are forwarded to the vocational agency initiating the evaluation during a given school year whenever (1) a new instructional program is started and (2) an existing instructional program is offered at a different level, e.g., when an existing instructional program at the secondary level is initiated at the post-secondary level.

Adult Level Instructional Program Data (DF-4) is designed to secure information about adult instructional programs. This form

is completed by a vocational teacher once a year for each adult-level instructional program offered. Additional Adult Level Instructional Program Data (DF-4) forms are forwarded to the vocational agency initiating the evaluation whenever a new instructional program is started.

The Vocational Student Information Card (DF-5A) and Vocational Student Status Report (DF-5B) are used to secure data on student characteristics, provide continuous monitoring of student status, and serve as a basis for selecting samples for follow-up studies. All students enrolled in a vocational program and having the program's vocational objective are expected to complete the Vocational Student Information Card (DF-5A) once each year. Cards completed at the local school level are returned to the vocational agency initiating the evaluation. For each returned DF-5A card, a Vocational Student Status Report (DF-5B) is data processed. Each DF-5B card contains printed information to identify the student, school, program, and teacher. DF-5B cards, after processing, are sent from the initiating vocational agency back to local school instructors responsible for vocational programs. It is then the responsibility of vocational instructors to complete the DF-5B cards either (1) at the end of the school year the student is still enrolled in school or graduating, or (2) during the year there is a change in the enrollment status for any student. The completed cards are then returned to the agency conducting the evaluation.

Initial Follow-Up Survey of Former Vocational Students (DF-6) is designed to secure information from former students who either terminated or completed their vocational program requirements. The follow-up instrument can be distributed and retrieved either by the vocational agency initiating the evaluation or by local schools. The evaluation system permits the initiating agency to conduct comprehensive follow-up studies of former students to answer specific questions concerning program effectiveness. The results of follow-up studies can be transmitted to local schools and vocational programs.

INFORMATION FLOW

Evaluation personnel require a plan for distributing, collecting, processing, and reporting evaluation data; for receiving feedback required to improve the system; and for revising the system in preparation for system recycling. Procedures for the information flow developed for the evaluation system are described in detail in the chapter entitled "System Implementation."

MACHINE PROCESSING

The data collection instruments are designed for machine processing and data analyses. The use of machine processing

permits analyses of the relationships between students' characteristics, program processes, and outcome indices. It also permits rapid retrieval of information by various data breakdowns which would be of concern to state and local program planners.

Data processing routines and computer programs were developed by the project staff and are available to states who will be using the system. The programs used for the system are simple programs written in Fortran computer language for the IBM 370 Model 165, and the core memory requirements are less than 40K for the largest state. The simplicity of the programs makes it relatively easy to convert them for use on many computer systems available within individual states.

The organization of data demands that all program and student information required by the data system be collected at the local school level. These data are then summarized according to educational planning region. The term "educational planning region" (EPR) as used here refers to areas within a state having common economic, geographic and population characteristics such that they warrant separate attention for educational planning. A state using the evaluation system would determine the number and boundaries of its educational planning regions. Education planning region totals are summed in turn to provide the total state data picture. Computer printouts are designed to provide state and local program planners with data summaries which are in a useful format. The computer printouts currently consist of seven basic tables containing 103 sub-tables:

Table 1 -- State Summary of Goals and Accomplishment by Objectives

Table 2 -- Part A -- Vocational Program Enrollment

Part B -- Equal Opportunity Information

Table 3 -- Vocational Program Data for Evaluation and Reporting

Table 4 -- Vocational Student Enrollment and Characteristic Data

Table 5 -- School Data for Evaluation and Reporting

Table 6 -- Follow-Up Survey of Completions --

Part A -- breakdowns by sex

Part B -- totals

Table 7 -- Follow-Up Survey of Terminations --

Part A -- breakdowns by sex

Part B -- totals

Sample printouts of these seven tables are found in Appendix D. Two computer printout tables are generated for use by state divisions of vocational education to respond to annual reports required by the U.S. Office of Education. These included Form 3138, Enrollments in Vocational Education Programs and Form 3139, Follow-Up of Program Completions in Secondary and Post-Secondary Vocational Education Programs.

Computer programs are also available which will produce rosters of students by school and program, useful for a variety of purposes at state and local levels. These rosters provide a master listing of all students reported on the DF-5A and DF-5B cards, and are also used to list students selected for follow-up samples. A sample of such a program roster is found in Appendix E. Additional computerized tables of data will be completed in the Spring of 1972 for use by staff within vocational agencies in the states. These tables are described in the chapter dealing with field test tryouts.

DESCRIPTION OF THE BASIC COMPUTER PRINTOUT TABLES

Table 1, a State Summary of Goals and Accomplishments by Objectives, contains three major column headings: (1) Goals for Fiscal Year, (2) Goal Achievements, and (3) Projected Goals. Goals for each goal statement appear under the column Goals for Fiscal Year. The goals for each goal statement are given for the state and for each educational planning region. Under the column for Goal Achievements are listed the actual goal accomplishments for each goal statement for the state and each educational planning region. Discrepancies between projected goals and goal accomplishments also appear under this column. The column headed Projected Goals is to be completed by those responsible for program planning. Space is left for entering goals projected to be accomplished during the next school year and for entering long-term goal projections. The projected goals are then programmed to appear the following year next to the goal statements appearing in the Goals for Fiscal Year column.

Table 2A, Vocational Program Enrollment, provides summaries of vocational program enrollments as they are processed from Secondary and Post-Secondary Level Instructional Program Data (DF-3) and the Adult Level Instructional Program Data (DF-4). This enrollment information can be used for early reporting of

program enrollments and serves as a check on the number of Vocational Student Information Card (DF-5A) cards which should be returned to the state office for processing. Elective enrollments do not appear on this table.

Table 2B contains Equal Opportunity Information which is reported using data from the Vocational Student Information Card (DF-5A). The identified groups, e.g., American Indian, Black, White, etc., are provided for illustrative purposes. A state may substitute other groups which are more representative of the local population.

Table 3, Vocational Program Data for Evaluation and Reporting, provides summary data for goal statements and additional related information which are applicable to vocational programs. These summaries are processed from the Secondary and Post-Secondary Level Instructional Program Data (DF-3) and the Adult Level Instructional Program Data (DF-4).

Table 4, Vocational Student Enrollment and Characteristic Data, provides summaries of selected vocational program student enrollment and characteristic data as they are processed from the Vocational Student Information Card (DF-5A) and the Vocational Student Status Report (DF-5B).

Table 5, School Data for Evaluation and Reporting, provides summary data about goal statements and additional related information which are applicable to schools rather than instructional programs. These summaries are processed from the Vocational Program Status Report (DF-1) and the General School Information Inventory (DF-2).

Table 6, Parts A and B, and Table 7, Parts A and B, have the same format. Table 6 provides a summary of the Follow-Up Survey of Completions and Table 7 the Follow-Up Survey of Terminations. These tables provide summaries of the results of follow-up studies obtained from the Initial Follow-Up Survey of Former Vocational Students (DF-6). To interpret these tables it is necessary for evaluation staff to describe the sample used in any particular follow-up study and to enter the description in the table. Examples of sample descriptions might be (1) a six-month initial follow-up of June, 1972 graduates of all secondary schools or, (2) a follow-up of June, 1972 program dropouts from adult programs in educational planning regions (EPR) numbers 01 and 05.

Tables 2 through 7 provide data findings directly related to the program goals and goal statements formulated by the vocational agency staff. Other information reported in these tables provide state staff with qualifying data which increase the meaningfulness of the data which directly reflect program goal statements.

USE OF THE SYSTEM ELEMENTS

CODING OF SCHOOL, PROGRAM, AND STUDENT INFORMATION

The data instruments use a coding system for accurate identification of schools, vocational programs, and students, as illustrated in Figure 3.

FIGURE 3

ILLUSTRATION OF SCHOOL AND VOCATIONAL PROGRAM CODES

DF-3

SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

*C 26 11 50 467
school code

Date 09 23 72
month day year

School Name Jefferson High School Teacher Completing This Form Mrs. Jo Ellen Lewis

School District Consolidated School District #33 Position Instructor

Instructional Program Title Stenographic-Secretarial Training
(What do you call this program?)

Vocational Program Area Office Occupations 14.0200
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

Description of School and Vocational Program Codes

School Code

026-11-50-467 -- Complete Identification Code

026 -- County Number

11 -- Educational Planning Region Number

5 -- School Facility Type

0 -- Public School

467 -- School Building Number

Vocational Program Code

14.0700 -- Program Identification Code

14. -- Vocational Program Area Code (Office Occupations)

0700 -- Instructional Program Code (Steno--Secretarial)

Coding procedures are also used to identify student information. For example, the Vocational Student Status Report (DF-5B) contains coded information to identify students by school and program (Figure 4).

FIGURE 4

CODING FOR VOCATIONAL STUDENT STATUS REPORT

0261150467*1072*140700-1*575482720*CORDEA -DM*172*13*5* *2*LEWIS

DF-5 B

INSTRUCTIONS

(DF-5B Revised 1971)

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE APPROPRIATE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR CHECK THIS BOX ☐ 46
AND COMPLETE ITEMS 1, 2, 3, and 4 BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

1. Do you consider this student to be:
   - ☐ Educationally disadvantaged
   - ☐ Socio-economically disadvantaged
   - ☐ Physically handicapped
   - 50 ☐ Mentally retarded

2. This student has participated in:
   - ☐ Cooperative work experience (Co-op Part B)
   - ☐ Cooperative work experience (Co-op Part G)
   - ☐ Vocational work study
   - ☐ Vocational work experience
   - 55 ☐ Apprentice program

3. Did this student receive any specialized remedial instruction?
   56 ☐ Yes ☐ No

4. Is this student a referral from a special Department of Labor program? ☐ Yes ☐ No

Description of Imprinted Student Identification Data

026-11-50-467 -- Complete Identification Code

026 -- County Number

11 -- Educational Planning Region Number

5 -- School Facility Type

0 -- Public School

467 -- School Building Number

1072 -- Date 5A Card Completed

14.0700-1 Complete Vocational Program Code

14. -- Vocational Program Area Code (Office Occupations)

0700 -- Instructional Program Code (Steno--Secretarial)

1 -- Regular Vocational Program

575482720 -- Social Security Number

Cordea DM -- Name of Student

172*13*5 -- Complete Student Characteristics Code

17 -- Age

2 -- Sex, Female

1 -- Grade Level

3 -- Actual Grade

5 -- Group Identification

2 -- Not in Economically Depressed Area

Lewis -- Name of Teacher

Another illustration of the method for coding school, program, and student information is found on the student and vocational program identification label which is affixed to the Initial Follow-Up Survey of Former Vocational Students (DF-6) in Figure 5.

FIGURE 5

ILLUSTRATION OF FOLLOW-UP SURVEY IDENTIFICATION LABEL

DF-6

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

0261150467*14.0700-1*575482720
STENO/SECRETARIAL *2131*
CORDEA DM
1900 KENNY ROAD
COLUMBUS, OHIO 43210

Description of Coding on Follow-Up Survey Identification Label (DF-6)

0261150467 -- Complete School Code

026 -- County Code

11 -- Education Planning Region Number

5 -- Facility Type

0 -- Public School

467 -- School Building Number

14.0700-1 -- Complete Vocational Program Code

14. -- Vocational Program Area Code (Office Occupations)

0700 -- Instructional Program Code (Steno--Secretarial)

1 -- Regular Vocational Program

575482720 -- Social Security Number

2131 -- Student Characteristics Code

2 -- Sex, Female

1 -- Grade Level

3 -- Actual Grade

1 -- Completed Program Requirements

Steno--Secretarial -- Vocational Program Title

Cordea DM -- Name of Former Student

Address -- Last Known Mailing Address

RELATIONSHIPS OF DATA ITEMS AND INSTRUMENTS TO GOAL STATEMENTS

Appendix A indicates the relationships of specific data items in the instruments to each goal statement. Other items contained in the evaluation instruments are used to provide qualifying information relative to the data items which specifically relate to goal statements. The data items which provide qualifying information assist in increasing the meaningfulness of the basic data. An example of a data item which directly relates to a goal statement is item 15 in evaluation instrument, Secondary and Post-Secondary Level Instructional Program Data DF-3, (Figure 6). Item 15 provides the response to Goal Statement C of Objective Four, "____vocational programs will have students involved in cooperative or other out-of-class work experiences." Item 16, Secondary and Post-Secondary Level Instructional Program Data (DF-3), provides additional data for determining the extent of community involvement in these experiences (Figure 7).

FIGURE 6

DF-3 SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA

Item 15

15. Does this instructional program provide students with out-of-class laboratory experience?

☐ Yes ☐ No

If yes, note type(s)

☐ Cooperative work experience (Co-op Part B)

☐ Cooperative work experience (Co-op Part G)

☐ Vocational work-study

☐ Vocational work experience

FIGURE 7

DF-3 SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA

Item 16

16. If answer to item 15 was yes, then how many employers are currently associated with this instructional program in providing work-training stations?

____ Employers

____ Training stations

RELATIONSHIP OF GOAL STATEMENTS TO PROGRAM OBJECTIVES

The relationship of goal statements to program objectives is provided by the following example. Consider Objective Four "To provide quality vocational education which meets the vocational aspirations of people while being compatible with employment opportunities." As stated, the objective is a summary of many specific goal statements. To decide whether the objective has been met, it is necessary to examine numerous specific facts judged essential to a decision about achievement of the objective. Thus, among other facts, it is important to know what "percentage of persons completing vocational programs and seeking full-time employment actually find such employment within 'x' months after completing program requirements" (Goal Statement H, Objective Four) and the extent to which local vocational program staff have "plans for securing manpower information as a means of estimating potential employment opportunities for program trainees" (Goal Statement Q, Objective Four). Once a state has determined its starting situation with respect to each goal statement related to an objective, it can set numerical goals to be achieved for the next period and assess improvements objectively.

ASSESSING GOAL ACCOMPLISHMENTS

Goal Statements M and N under Program Objective One (Figure 8) are concerned with the numbers of economically disadvantaged adults who are enrolled in vocational programs.

FIGURE 8

OBJECTIVE ONE

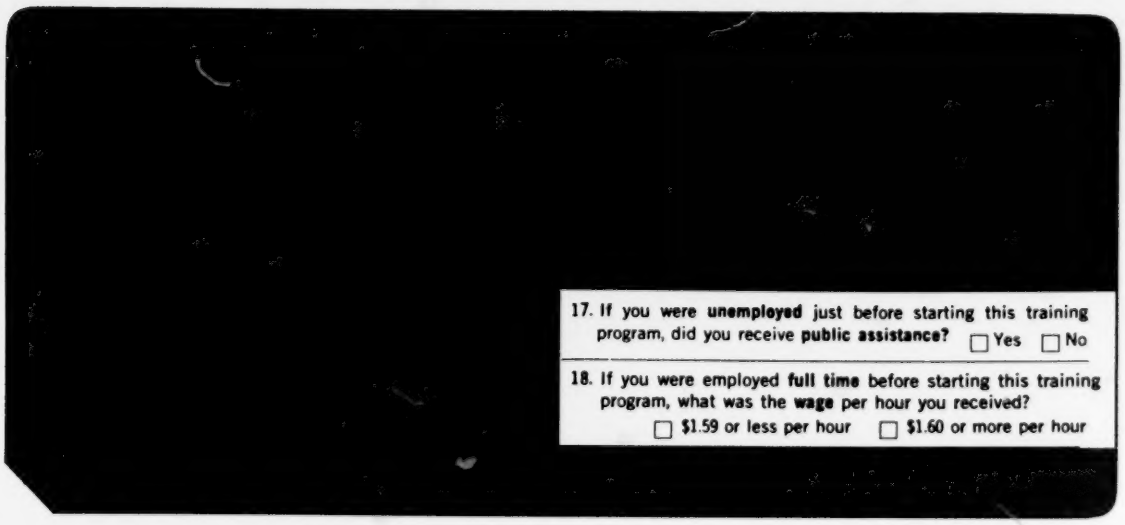
To provide vocational education to youth and adults who will be entering the labor force and to those who seek to upgrade their occupational competencies or learn new skills

SELECTED GOAL STATEMENTS	
M	_____persons whose hourly wage for full-time employment falls below the federal minimum wage rate will be enrolled in vocational programs to increase their hourly earnings.
N	_____persons receiving public assistance will be enrolled in vocational programs.

Having set specific goals for these statements, the vocational agency wishes to know if it has achieved its goals. Information to answer the question is obtained from the use of items 17 and 18 on the Vocational Student Information Card (DF-5A) (Figure 9).

FIGURE 9

VOCATIONAL STUDENT INFORMATION CARD -- Side 2



17. If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No

18. If you were employed **full time** before starting this training program, what was the **wage** per hour you received?
☐ $1.59 or less per hour ☐ $1.60 or more per hour

By tabulating the data obtained from local schools, the vocational education agency initiating the evaluation system can determine the extent to which it has achieved its present goal of providing vocational education to these specific target populations.

The tabulated data will also permit the vocational agency to determine whether training for these target populations took place in regional areas of concern, e.g., specific educational planning regions, economically depressed areas.

Extending the analysis. The vocational agency could well be concerned with the effectiveness of vocational education in terms of increasing the economic well-being (wages) of economically disadvantaged adults, economically disadvantaged in the sense of either being welfare recipients or having been previously employed at a wage rate below the federal minimum wage standard. This could be accomplished by conducting a follow-up study of former students identified as coming from these target populations. A sample would be drawn of former students identified as economically disadvantaged using the Vocational Student Information Card (DF-5A), items 17 and 18. The Vocational Student Status Report (DF-5B) (Figure 10) permits breaking down the total sample of these identified former students into sub-groups by program, including those who completed their training (item 5), those who participated in out-of-class vocational experiences (item 2), and those who received specialized remedial instruction during their vocational training (item 3). Further, it can be determined if these economically disadvantaged persons are also members of minority groups. This information is gathered from the Vocational Student Information Card (DF-5A) (Figure 9, item 14).

The target population would be sent the Initial Follow-Up Survey of Former Vocational Students (DF-6). Data about post-training earnings would then be secured from items 9, 11, and 15 of the follow-up instrument (Figure 11). These items provide information about the initial, highest, and present wages for persons in target populations.

The data set and the manner in which data are organized in terms of local to state summations also permits the state agency to determine which vocational programs, by regions and specific schools, were most successful in providing the target populations with skills which led to higher earnings. Further in-depth studies by state staff could be used to determine specific program elements associated with program success.

FIGURE 10

VOCATIONAL STUDENT STATUS REPORT

Side 1

DF-5 B

INSTRUCTIONS

(DF-5B Revised 1971)

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE APPROPRIATE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR CHECK THIS BOX ☐ 46
AND COMPLETE ITEMS 1, 2, 3, and 4 BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

1. Do you consider this student to be:
   - ☐ Educationally disadvantaged
   - ☐ Socio-economically disadvantaged
   - ☐ Physically handicapped
   - 50 ☐ Mentally retarded

2. This student has participated in:
   - ☐ Cooperative work experience (Co-op Part B)
   - ☐ Cooperative work experience (Co-op Part G)
   - ☐ Vocational work study
   - ☐ Vocational work experience
   - 55 ☐ Apprentice program

3. Did this student receive any specialized remedial instruction?
   56 ☐ Yes ☐ No

4. Is this student a referral from a special Department of Labor program? ☐ Yes ☐ No

Side 2

DF-5 B

VOCATIONAL STUDENT STATUS REPORT

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

5. CURRENT STUDENT STATUS:
   - 1 ☐ Completed the requirements of this program — **not** in school.
   - 58 2 ☐ Completed the requirements of this program—**Still** in school.
   - 3 ☐ Still in school—in different vocational program.
   - 4 ☐ Still in school—no longer in any vocational program.
   - 5 ☐ Transferred to another school.
   - 6 ☐ Left school before completing program requirements.
   - 7 ☐ Unknown.

6. DATE OF COMPLETION OR TERMINATION: __ __ - __ __ - __ __ (mo. day year)

7. Was an EXIT INTERVIEW conducted with this student?
   ☐ Yes ☐ No

8. EMPLOYMENT STATUS OF STUDENT:
   - 1 ☐ Will **not** seek employment.
   - 2 ☐ Will seek employment.
   - 66 3 ☐ Status unknown.
   - 4 ☐ Already employed fulltime

CONDITIONS OF TERMINATION:

9. 1 ☐ Voluntary 2 ☐ Involuntary

10. 1 ☐ Graduated 2 ☐ Terminated

11. REASONS FOR TERMINATION:
   - ☐ Transportation unavailable.
   - ☐ Unable to afford transportation.
   - ☐ Unable to afford instructional & related costs.
   - ☐ Other (specify) _____
   - 73 ☐ Unknown or no interview.

FIGURE 11

DF-6 INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Items 9, 11, and 15

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

62 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

11. What is the **most** you have earned on a **full-time** job since leaving this program?

69 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

15. What **wages** are you presently earning?

35 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

7 ☐ I am unemployed

ILLUSTRATING THE EVALUATION-PROGRAM PLANNING CYCLE

The following illustration describes a specific application of the Evaluation-Program Planning Cycle described in Figure 1. Let it be assumed that a state has elected to accept Program Objective One, Goal Statements M and N (Figure 8). Further let it be assumed that specific goals to be accomplished have been formulated. The evaluative personnel would then collect evaluative data (Step 5) and state staff would evaluate achievements made in accomplishing goals (Step 6). Information from local sources indicate the degree to which projected goals were achieved statewide for each educational planning region and for individual schools and programs. In the event that specific goals had not been formulated for Goal Statements M and N of Objective One, then the collected evaluative information would serve as benchmark data for formulating future goals (Step 6A).

Discrepancies between projected and actual goal accomplishments would then be reviewed by staff to determine possible causative factors (Step 7). If it were found that fewer economically disadvantaged adults enrolled or completed their training than had been projected, staff might find that failure to reach goals was related to the fact that many vocational programs set entrance requirements (data obtained from evaluation instrument DF-3, items 18-21) which cannot be met by many economically disadvantaged adults, or that many economically disadvantaged adults enrolled in vocational training programs dropped out because of unavailability of transportation or inability to meet instructional and related costs (data obtained from evaluation instrument DF-5B, item 11).

Vocational agency staff would next reexamine Program Objective One and Goal Statements M and N to determine their current relevance within the context of overall state agency priorities (Step 10). If it is judged that the program objectives and the goal statements continue to be appropriate areas of concern for the vocational agency, then the need for new data requirements to measure goal accomplishments would be assessed based on experiences with the data system. The reformulation of any data items would require careful attention to item construction and effects of item changes on time and effort for obtaining the data at local sources. Changes in information flow procedures would be made, if required (Step 11).

New annual and long-range program goal alternatives would then be developed for meeting the vocational education needs of the target population (Step 12). These alternatives might be developed after considerations are given to:

1) present and projected size of the potential target populations;

2) their present and projected geographic distribution within the state;

3) the location of existing and projected educational facilities; and,

4) the extent to which data are available for assessing the cost-effectiveness and benefits of vocational education for these target populations as against other target populations of concern.

In this system, goal alternatives are developed for the state as a whole and for each educational planning region of the state. After detailing alternative goals, state staff would think through existing and potential obstacles, both internal and external to the state vocational agency, which might affect accomplishments of the various alternative goals (Step 13).

Obstacles to the accomplishment of the tentative alternative goals are determined before arriving at the finalized annual and long-range program goals which seem most realistic and attainable. Obstacles to goal accomplishments external to the state agency might include:

1) experiences with attitudes of local vocational administrators toward providing training stations for the target populations;

2) experiences with efforts in trainee recruitment in areas of the stage having significant number of economically disadvantaged persons; or,

3) the lack of training facilities which are within reasonable distance to the target populations.

Obstacles to goal accomplishments internal to the state might include:

1) limitations in money which will be available to assist local schools in initiating new programs or expanding existing programs to serve disadvantaged persons, or

2) limited personnel to assist local district program planners in developing new programs or expanding training opportunities in existing programs for the target populations.

The next two steps in the Evaluation Program Planning Cycle involve staff in developing and then assessing the implications of the several strategies designed to achieve the program goal alternatives. In step 14, strategies for achieving alternative

program goals for Goal Statements M and N, Objective One, are developed. Staff will need to recognize that all plans of action have implications for staff utilization and resource allocations from the standpoint of the state vocational education agency as a whole and for staff specifically concerned with the achievement of these particular program goals. Thus, state staff must carefully consider the implications for each of the proposed strategies (Step 15). In detailing the implications, consideration should be given to the interests and abilities of state staff who will be charged with carrying out proposed strategies. After judging the merits of the various mixes of goals, new annual and long-range program goals together with the strategies for their accomplishment are finalized (Steps 16 and 17). The strategies are implemented (Step 18) and after a planned time lapse, the evaluation phase is recycled beginning with Step 5.

In practice, the planned orderly flow of activities which is to occur between Step 18, the implementation of strategies, and Step 5, the collection of evaluation data, are sometimes disrupted by unanticipated events, such as staff turnover, cuts in budgetary appropriations, or changes in manpower demands. These unanticipated events could require changes in goals, strategies, or both. If changes in planning do occur, they should be carefully documented so that programmatic results can be properly assessed.

REPORT OF FIELD TEST TRYOUTS
SPRING 1971

PURPOSES FOR FIELD TEST TRYOUTS

The Center's efforts directed toward the development of a System for Statewide Evaluation of Vocational Education went through several stages of development and preliminary field testing prior to the Spring of 1971. These preliminary field test experiences were described in previous project publications. By the Spring of 1971 the evaluation system was considered to be at the stage of development where it was ready for an extensive field testing. The major purpose of this field test was to determine if the system, as a whole, was ready for installation and operation by the states. This required an assessment of:

1) system elements to determine if any further revisions were necessary to make them more effective and efficient;

2) costs and personnel required for vocational agencies in the states to install and operate the system; and,

3) validity of the system insofar as permitted by the field test procedures.

FIELD TEST SITES

Three sites were solicited and agreed to cooperate in the field test procedures: the states of Colorado and Alabama and the Washington, D.C. public school systems. In Colorado the field test involved 21,146 students in 657 secondary, post-secondary, and adult vocational programs in 96 public secondary and post-secondary schools. One-quarter of the state's public secondary schools, stratified on the basis of school size, and all community colleges were included in the state sample. In Alabama, included were 40,113 students in 335 secondary, post-secondary and adult vocational programs in 243 public secondary and post-secondary schools. The vocational division made arrangements for field test tryouts of the system with schools in approximately one-half of the state's counties. The Washington, D.C. field test involved 2,952 secondary and adult students in 183 vocational programs in 12 schools and 32 satellite locations. For a number of reasons, Alabama and Washington, D.C. did not intend to use data collected during field

34 / 35

test tryouts for either management or dissemination purposes; therefore, there were no sampling techniques used for selecting schools for the field test in these two field test sites.

PROCEDURES

In the Spring of 1971 all of the data instruments except Initial Follow-Up Survey of Former Vocational Students (DF-6), were sent out with accompanying instructions from the state office, or central office in the case of Washington, D.C. (Evaluation instrument DF-6 is currently being field tested in Colorado. Results are not yet available.) Instructions for completing the first five evaluation instruments were basically similar in content for each of the test sites but were modified by test site personnel to meet local needs. The instruments, when returned from the local schools in Colorado and Washington, D.C., were forwarded to The Center for data processing. Alabama used its own data processing equipment and provided The Center with punched cards needed for the computer runs. In each case, computer printouts were produced and returned to the test site.

Center staff visited each test site to monitor field test experiences and solicit reactions from persons in the states about the system. After collecting, processing, and returning data to the field test sites, judgments were secured from the sites about difficulties associated with operating the system and state and local level reactions to the system's program objectives and goal statements, instrumentation, information flow procedures, and the usefulness of the system's data for management and reporting purposes.

VALIDATION CONSIDERATIONS

Two types of validation have been considered in determing the merits of the System for Statewide Evaluation of Vocational Education. The first is face validity or the extent to which the system and its elements appear to be logically related to the purposes and audiences for which the system is designed. The second is empirical validity, or the extent to which the system performs in terms of its purposes. In the first instance, that of face validity, the potential user will want to know if the program objectives, goal statements, data set, instrumentation, and data flow procedures are logically related to producing evaluative data required for program planning and reporting purposes of vocational agencies in the states. That is, does the system, its design, content, and procedures, seem to reflect the evaluative needs and the operational procedures of vocational agencies in the states. In the case of empirical validity, the question is whether the system does, in fact, produce a substantial core of information for program planning

and reporting, efficiently and when needed by vocational agencies in the states.

Face validity was built into the evaluation system during its development by:

1) the involvement of many states and leadership personnel in vocational education by providing inputs and reactions to system conceptualization, design, and elements; and,

2) the field test tryouts which were designed, in part, to determine if state and local persons recognized the relationship of the system and its operations to its intended purposes.

No claim is made that all units within each system element, e.g., a goal statement within the set of goal statements, a data item within the set of data items, etc., have equal validity for all system users. It is quite possible, in fact, that because of the rapidly changing environments of vocational agencies in the states that specific goal statements and data items currently in the system may be outdated and thus have lost their face validity for some potential system users. It does appear reasonable to believe, however, that the system as a whole has acceptable face validity as attested to by the judgments of persons and agencies who have reviewed the system or worked with it.

While face validity is important to potential users of the system, empirical validity will also be of critical concern. The potential user of the system will want to know what evidence exists that the evaluation system will do what it purports to do. This question is best answered by carefully assessing the experiences of system users under a variety of operating conditions in the states, e.g., states with varying state-local-school relationships, vocational agencies with varying management structures and operating arrangements, etc., and then relating these experiences to the needs of system implementers in their program planning and reporting. It is at this point in the assessment of the validity of the system that hard data are difficult to come by. Limited (and necessarily flexibly controlled) field test experiences are not a direct substitute for validating the system under long term, actual operational conditions; but, to date, only such field test experiences of the system have been completed. While several states have initiated the system subsequent to completion of the project, they will not have completed another evaluation cycle at the time of this report. The Center will, however, continue to monitor the results of experiences with the system by the states in order to obtain further evidence for validating the system.

What is reported here is the evidence for product validation currently available, consisting of judgments and actions of persons

in those states which were either involved in the field testing phase of the project or which have subsequently installed the system. These judgments and actions are described under results in the following section.

VALIDATION PROCEDURES AND RESULTS

Alabama and Washington, D.C.

Project staff met with Alabama state division of vocational education staff and staff members for the Washington, D.C. public schools who were involved in the field test efforts to discuss system results. No formal meetings were scheduled for local program personnel to react to their involvement in the system in either location. Staff at these test sites focused primarily on instrumentation, data relevance, the value of the computerized data, the effectiveness of the format in which the data were reported and the information flow features of the system.

The general consensus of these two test sites was that the instruments proved basically self-explanatory, that the information flow procedures functioned adequately, and that the processed data were useful for program planning and reporting purposes. Supervisory personnel agreed that the computer printouts were too detailed. They suggested that consideration be given to developing other computerized data tables, in addition to those already available, which would have usefulness to several groups of data users.

Colorado

Colorado state staff, in contrast to the other two sites, had been involved in the development and field testing of the system since 1967. Thus, the project was able to secure judgments as to system validity in Colorado which were based on a longer period of exposure to the system by its staff, since the other two field test sites were exposed to the system only during the Spring of 1971. Many local school personnel involved in the field test in Colorado also had previous knowledge of the system.

Following the conduct of the present field test in Colorado, four regional meetings dealing with field test results were conducted in Colorado by its state staff. Project staff attended one of the meetings. Results of the other three meetings were provided by the state staff to the project staff. At each regional meeting, local and state staffs reviewed the computer printouts for accuracy and usefulness for local and state planning purposes. Problems involved in completing instruments were discussed by local staff, and they were invited to suggest changes consistent with the purposes for which the system was designed.

The regional meetings produced a set of suggestions for revision of some items in the evaluation instruments in terms of

wording and sequence, and several new items were suggested for inclusion because of their expected value to evaluation and program planning at both state and local levels. There was reason to suspect the accuracy of responses to some instrument items. These items were either brought to the attention of state personnel by local staff or were observed by the project staff through cross checks of data responses. For example, in the case of item 6 on the Vocational Program Status Report (DF-5B) form used in the field test in which unemployment data was requested, data supplied by local employment offices were insufficient for local school administrators to complete the item. In the case of item 50 on the Secondary and Post-Secondary Level Instructional Program Data (DF-3) form used in the field test which dealt with facility utilization, training vacancy data frequently failed to agree with potential training station and actual enrollment data. Assessment of these particular items indicated a need for better explanation, different item format, or removal of the item. In general, where accurate data seemed unobtainable, items were deleted. Where inaccurate data appeared to result from lack of item clarity, item wording was reworked. The revised items were then resubmitted to state staff for review and reassessment.

At the state level, a few inaccuracies in the computer tables were discovered. Two major sources of error were uncovered. In a few instances, instruments were sent to the state office which could not be identified and thus were not processed. Another source of error involved keypunching errors. No attempt had been made at checking the accuracy of reported information by on-site visitations to local schools by state level personnel; however, data reported on the evaluation instruments were compared with available data about schools, programs, and students. It was found that system-produced data were consistent with data against which comparisons could be made.

The Colorado state staff had sufficient confidence in the data obtained in the field tests that data tables were made available to outside requesting agencies, e.g., Model Cities, Urban League, etc. Additional data were reported to state legislative committees requesting specific information generated by the system, and data generated by the system were used in developing a report to the State Advisory Council for Vocational Education relative to vocational education accomplishments. The state staff did agree with Washington, D.C. and Alabama personnel that efforts should be directed to extending or repackaging system-produced data for use by several groups of data users at the state level.

RESULTING SYSTEM REVISIONS

Appendices A and C contain the revised program objectives, goal statements, and evaluation instruments. It is possible for

the interested reader to determine changes in these system elements resulting from the Spring, 1971 field tests by comparing the revised system elements described in this report with the versions found in the two previous project publications. The revised data processing routines and computer programs will be available to system adopters. The next chapter of this publication provides an overview of procedures required for implementing and operating the evaluation system based on field test experiences.

SYSTEM IMPLEMENTATION

PREPARATORY ACTIVITIES

Several major preparatory activities must be undertaken by a vocational education agency before the evaluation system becomes fully operational and evaluation data can be collected. These preparatory activities include:

1) defining the service and maintenance functions for which the evaluation personnel will be responsible;

2) selecting personnel who can successfully carry out the service and maintenance functions;

3) establishing sufficient resources to successfully operate the evaluation system;

4) orienting state and local staffs to the evaluation system; and,

5) organizing an information flow system.

DEFINING THE FUNCTIONS OF EVALUATION PERSONNEL

The activities of evaluation personnel in the vocational education agency will focus on two major functions. The first is the service function which concerns the output of evaluative data for management decision-making. The second is concerned with maintenance functions involved in the refining of evaluation system procedures and data outcomes. The following points outline the responsibilities of evaluation personnel for these functions.

Service functions: Evaluation personnel will be responsible for:

1) generating evaluative data reports to meet the reporting requirements of the state division of vocational education and external policy-making bodies and agencies such as state advisory councils, local school boards, U.S. Office of Education;

2) providing a core of evaluative data essential for general management and service area personnel to develop annual and long-range program plans;

3) providing local school personnel with feedback of evaluative data for developing local annual and long-range program plans and for improving instruction; and,

4) conducting special studies which use the data generated by the evaluation system.

Maintenance functions: Evaluation personnel will be responsible for continuously:

1) modifying system components to meet specific local and state management information needs;

2) revising data instruments and data collection procedures; and,

3) working with data processing personnel to improve and update the system's data processing routines and computer programs.

SELECTING PERSONNEL

At the state level it is recommended that a professional staff member be employed who will have a substantial portion of time available to head the evaluation effort and to direct and coordinate its activities. The need for someone who can devote either full-time or a substantial portion of time to direct the system is based on the responsibilities, scope of expertise, the diversity of activities to be accomplished in implementing the evaluation system, and field test experiences. An alternative arrangement for staffing for the evaluation effort would be to contract with a local university or consulting firm to carry out operations of the system and thereby reduce the time commitment required of the user agency staff person responsible for directing or coordinating the evaluation effort.

Adequate full-time secretarial assistance should not be overlooked in planning for an evaluation staff. Additional clerical assistance will be required during periods of peak work loads when evaluation data instruments are being sent or returned from local schools, for checking data instruments returned to the state office in preparation for key stroking, and for preparing computer printout tables for review by state and local staffs.

The initial assignment of persons responsible for the evaluation effort would be to organize for the activities involved in

retrieving, assembling, interpreting, reporting, and disseminating evaluative findings. Specific initial assignments would include:

1) conducting in-service orientation meetings for state and local staffs;

2) obtaining data collection instruments and preparing instructions for their completion by local personnel;

3) orienting data processing personnel to the overall system; and,

4) selecting an appropriate sample for data collection.

In implementing this evaluation system, like instituting other major organizational changes, a high degree of concern is required on the part of evaluation personnel for public relations. This concern for public relations is useful in securing active cooperation and participation of state and local education personnel. It is important that evaluation staff anticipate feelings on the part of some state and local level personnel who may view adoption of an evaluation system as an unnecessary additional burden or a threat.

The need for careful study by evaluation personnel to determine the most efficient mechanical procedures for collecting data from local schools cannot be stressed too strongly. This would take into consideration the point in time at which the schools could be expected to be able to provide accurate data and the lead time necessary for use of the data to meet local and state reporting requirements. Coordinating the mechanics of data form distribution and collection and determining data processing requirements and schedules will be major in-house activities for the evaluation staff. A capstone activity for this staff will be the analysis of the evaluative data and its presentation to management.

ESTIMATING SYSTEM COSTS

Successful installation and operation of the evaluation system cannot be accomplished without the agency committing adequate resources. The resources which are required for successful installation and operation of the evaluation system include sufficient monies to hire qualified personnel to maintain the system and to purchase required services, equipment, and materials.

The Center can make available materials and services needed by a vocational agency desiring to install the evaluation system. Thus, after development of a planning agreement, The Center will make available to the system user:

1) photo-ready copy required to reproduce, by offset press, the evaluation instruments;

2) keypunch manuals;

3) computer programs and associated materials; and,

4) audio-visual materials for use in orienting state and local staff to the evaluation system.

Vocational agencies desiring to install the system generally have unique situations associated with their mode of operation. Center staff familiar with the system can be made available to assist potential users to adapt the evaluation system to their individual needs.

Additional costs will accrue to installers who wish to modify computer programs to make them compatible with computers other than the IBM 360 or 370 or who wish to rewrite programs.

Cost to operate the system on a statewide basis, exclusive of the salaries of evaluation staff, are estimated to range from 25 to 30 cents per student.* This estimate, based on field test experiences, can vary in either direction depending on the particular mix of students, programs, schools and number of follow-ups which are involved in the statewide evaluation effort. It includes:

1) printing of data instruments, distributing, and collecting them from local schools and former students;

2) inventorying, sorting, and preparing data instruments for keypunching;

3) extra clerical assistance during peak load periods as required;

4) contracting for keypunching and reproducing services;

5) miscellaneous data processing supplies, xeroxing, postage, telephone calls, etc.; and,

6) data processing routines and the producing of program rosters and computer printout tables.

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*Based on cost factors prevailing in February, 1972.

ORIENTING STATE AND LOCAL STAFF

Staff in the agency implementing the evaluation system will require orientation in order that they can use the results of the system and respond to questions coming from local vocational program personnel. At a minimum staff will need to understand:

1) directions for completing instruments at the local level;

2) the time frame for collecting completed evaluation instruments;

3) staff roles in the process of data collection; and,

4) the types of data produced by the evaluation system.

In the event that data processing routines will be carried out directly by or under the supervision of data processing personnel at the agency level, it would be highly desirable to provide them with an understanding of the evaluation system. This orientation will provide a needed background if data processing routines or programs have to be modified. The Center will supply the documentation and all other data processing specifications required to install and operate the system.

In the event that the state office cannot do its own data processing, several alternatives for accomplishing the data processing can be considered. These alternatives include contracting with The Center, commercial data processing services, secondary schools, post-secondary schools, or a combination of these.

Successful implementation of the evaluation system by the vocational agencies in the states requires the cooperation of the local schools who will be providing evaluation data. Thus, it is essential that key local level personnel be involved in the installation process. It would be beneficial to have evaluation personnel sponsor orientation meetings to inform local agency personnel concerning:

1) the purposes of the evaluation system;

2) the procedures for completing data forms;

3) feedback procedures; and,

4) the potential usefulness of the system for local program planning.

Orientation time should include a discussion of instructions required of local staff to complete evaluation instruments and the time frame for receiving, completing and returning the evaluation instruments to the initiating agency.

Common complaints from local school people about state level demands for data are concerned with the continual duplication of information requested and the failure to receive any feedback of the results of studies in which they participate. This evaluation system is designed to ease potential friction over these two points. The data called for by the evaluation instruments should reduce substantially the bothersome duplication of requests for much of the information currently required from teachers and administrators about students and programs. In this system it is recommended that each local school receive printouts summarizing the data which it supplied to the vocational agency.

Another function of such orientation meetings is to solicit suggestions from participants concerning procedural aspects for local participation and to determine if additional evaluation data ought to be included in the data system which would be of value to local program planners.

Periodic meetings with local personnel would be useful once the system is installed and operating. These meetings would be used to:

1) inform participants of evaluation results;

2) describe anticipated changes in procedures or in the data system; and,

3) solicit reactions and suggestions for the improvement of the evaluation system.

INFORMATION FLOW

The major activities in the information flow are described below and are illustrated in Figure 12, Information Flow.

There are three identifiable phases in the system's information flow. Phase one deals with preparatory activities which must be carried out before local schools receive evaluation instruments. These organizing activities are steps 1 through 3, Figure 12. Phase two in the Information Flow, steps 4 through 8, involves the operational activities which begin with the distribution of evaluation instruments to local schools and ends with the distribution of evaluation reports to a variety of audiences. Phase three in the Information Flow, steps 9 and 10, Figure 12, involves activities required to improve and revise the evaluation system in preparation for recycling.

PHASE I—PREPARATORY ACTIVITIES

Preparatory activities in information flow include:

1) selecting an appropriate sample;

2) planning for distributing and collecting evaluation instruments; and,

3) printing data instruments and related materials.

Selecting an appropriate sample. Two major considerations and their trade-offs need to be assessed in determining whether to collect evaluation data about schools, programs, and students on a universe or sample basis. The first consideration has to do with system costs; the second consideration deals with usefulness of system outcomes to local school program managers. Obviously system costs rise as greater numbers of schools, programs, and students are involved in the data collection procedures. It is equally obvious that unless a local school is included in the sample and data are collected from it on a continuous basis, that school cannot benefit equally from system feedback from the state office as do schools included in the sample. Thus, each state will need to weigh the trade-offs of greater cost savings through sampling (or reducing sample size) against usefulness of the system to greater numbers of schools who might potentially be involved in the evaluation effort.

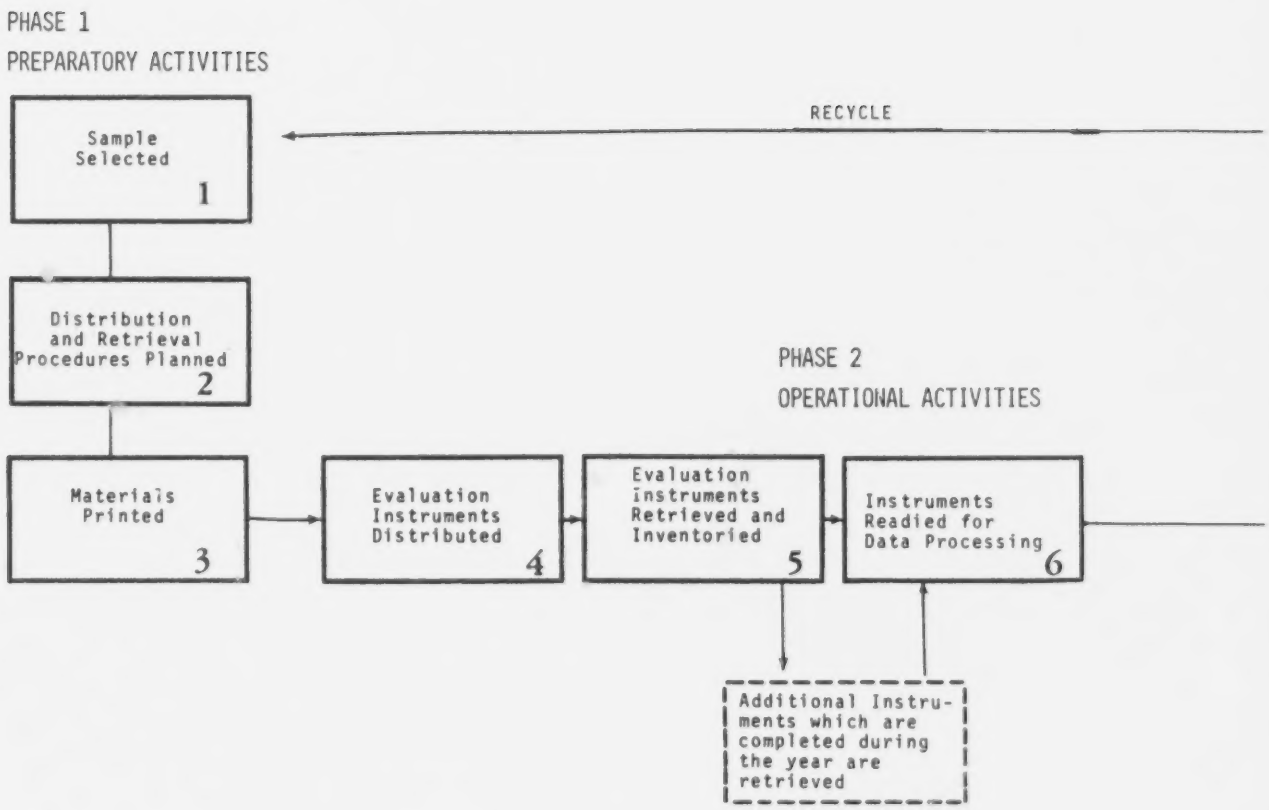
Experience with the system indicates that decisions need to be made on the extent to which students in adult level vocational programs are to be involved in the data collection. Students in adult level programs are singled out because they often make up a substantial portion of the total vocational program enrollment, many of these persons are enrolled in short-term courses and many are already employed on a full-time basis.

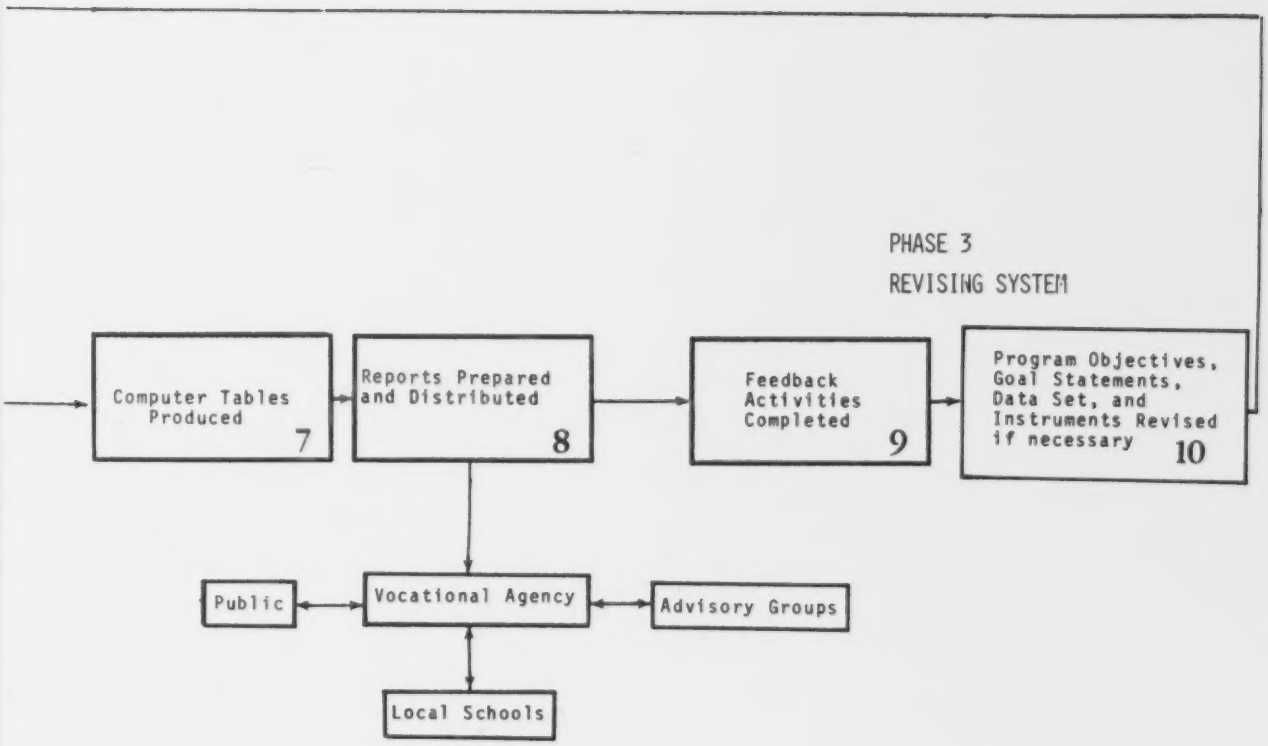
Management will need to determine the uses and extent to which data about individual students in adult level vocational programs are required for planning and reporting purposes and estimate the costs for various sample sizes of adult program enrollees. Again, trade-offs between costs and benefits will be required before a final determination can be made.

The proper application of sampling techniques to the problems of obtaining representative data about schools, programs, and students is complex and requires special expertise. In the event that the evaluation coordinator lacks such expertise, consultations with an appropriate agency, e.g., university specialists, should be arranged to explore sampling alternatives.

FIGURE 12

INFORMATION FLOW




PHASE 3
REVISING SYSTEM
Computer Tables Produced 7
Reports Prepared and Distributed 8
Feedback Activities Completed 9
Program Objectives, Goal Statements, Data Set, and Instruments Revised if necessary 10
Public
Vocational Agency
Advisory Groups
Local Schools

Planning for distributing and collecting data instruments. A time frame must be established for distributing and collecting evaluation instruments in order that data can be processed, evaluated, and made available to decision-makers at appropriate times. In planning a time frame, attention should be focused on:

1) optimum times of the year for collecting data in terms of local school convenience;

2) estimated time lags between receipt of evaluation instruments by local schools and their return to the state office;

3) the time required for processing and analyzing the evaluative data; and,

4) the schedule of requests for evaluation data by state management and external agencies, e.g., State Advisory Councils, U.S. Office of Education.

The information flow process permits the state vocational education agency to collect evaluative information from:

1) public schools identified as offering vocational education;

2) public schools which do not offer vocational education; and,

3) schools in the private sector which offer vocational education.

Planning for distribution of data instruments. Reactions from the cooperating states regarding the most workable procedure for sequencing the distribution of evaluation instruments to public schools identified as offering vocational programs indicate that the Vocational Program Status Report (DF-1), General School Information Inventory (DF-2), Secondary and Post-Secondary Level Instructional Program Data (DF-3), Adult Level Instructional Program Data (DF-4), and Vocational Student Information Card (DF-5) can be simultaneously distributed to local schools in the fall of each year. Schools will receive data cards Vocational Student Status Report (DF-5B), from the vocational agency as soon after they are processed from information taken from completed data card Vocational Student Information Card (DF-5A).

At the beginning of the school year the initiating agency would send the Vocational Program Status Report (DF-1), and General School Information Inventory (DF-2), to all public schools which it has reason to believe do not offer vocational programs. If the returned instruments indicate that some of these schools

do offer vocational programs, the remaining evaluation instruments would be sent to them.

Information collected from public schools which offer vocational education and those which do not would be combined to provide a total picture of vocational education offered in the public schools. The vocational agency can elect to survey the private sector to determine the extent of nonpublic vocational education offerings. The Vocational Program Status Report (DF-1), would be mailed from the state office to private schools at the beginning of the school year and these schools would be requested to respond to selected items from this instrument.

All of the data instruments are basically self-explanatory and do not require extensive accompanying directions for their completion. Nevertheless, some directions for use by local school personnel will be required. A check concerning the standardization of terminology used in the data instruments should be made to insure that the wording of data items and terminology are defined and used in a manner consistent with that preferred within the state. Data processing procedures have been established so that the source of some data on the data instruments is identified by a series of coded numbers for schools, vocational programs, and students. The codes to be used in completing the data instruments should be provided as part of the directions for completing the instruments. These coding formats were described in the chapter titled "System Elements."

One further note regarding coding. The field test tryouts point out the value of pre-coding the Vocational Program Status Report (DF-1), General School Information Inventory (DF-2), Secondary and Post-Secondary Level Instructional Program Data (DF-3), and Adult Level Instructional Program Data (DF-4) with school codes. This will insure that forms retrieved from local schools can be properly identified. Once the system is ongoing and local staff have familiarity with their school code number, this procedure can be changed. Each school should receive copies of its school code number to verify that the instruments received are correctly identified. In addition, vocational teachers will need school and vocational program codes so that their students can properly complete the Vocational Student Information Card (DF-5A).

Planning for collecting of data instruments. The vocational agency will determine how much time seems reasonable for local schools to complete and return the various data instruments. As a general rule it can be expected that some schools or teachers will fail to respond within the time requested for return of instruments. Therefore, the evaluation staff will have to anticipate the need for following up unmet requests for data by follow-up contacts by telephone or in person to the schools involved. It is important to keep records of non-respondents so that the final reports can reflect such missing data.

Printing of data instruments and related materials. The Center can supply photo-ready copies of data instruments required for offset printing. System users may wish to make minor changes in the forms, such as placing the state's identifying emblem and agency name on each form. Also, the user may wish to change the number of spaces used for code number responses to meet state needs, e.g., school codes, instructional program codes. These changes are made easily and inexpensively by persons familiar with the techniques for preparing photo-ready copy.

Whenever changes are made in the number of spaces for code number responses on the forms, these changes should be immediately conveyed to the data processing personnel who will be working with the system. This is required in order to modify the programs and other data processing routines.

During the first year of the system's installation few, if any, changes should be made in item wording or format. Changes in instruments will require reprogramming which adds to system costs. Any changes made in item or instrument format should be based on actual in-state experiences with the instruments. Sufficient copies of vocational instructional program codes, school codes and instructions for completing the data instruments should be produced for inclusion with the packages of instruments sent to local schools.

PHASE II—IMPLEMENTATION ACTIVITIES

The specific activities during this phase of the information flow for which the evaluation personnel will be held responsible include:

1) collecting and inventorying data collection instruments;

2) preparing completed instruments for data processing;

3) producing computer printout tables; and,

4) preparing and distributing evaluation reports.

Collection and inventory of data collection instruments. As data instruments are returned to the initiating agency they should be inventoried. The time spent in inventorying the returned materials from local schools will be time well spent. This inventory will be useful for two major purposes. It will provide a check of the extent to which participating local schools have returned the data instruments, and it will serve as a source for checking computer table data which seem to have coding errors.

There will be times when two programs from a school bearing similar instructional program codes have different program names or vary markedly in the number of instructional hours required for program completion. An example might be where a post-secondary institution offers a regular two-year stenographic program and a specialized stenographic refresher program for persons with existing stenographic skills. In the former instance, the instructional program would be assigned the standard Office of Education code number 14.0700. In the latter case, a code number such as 14.0703, which does not appear in the Office of Education list of vocational program codes, could be used to differentiate between the two programs. The evaluation staff would then place the changed code number on the appropriate data forms and on the inventory forms. The inventory serves then as a reference for identifying any changes in codes and can be used to inform the local school about how to identify such programs when reviewing computer printouts. The sample inventory form presented in Figure 13 illustrates how coding changes made by evaluation personnel might be recorded.

Preparing completed instruments for data processing. The completed data instruments will have to be checked before they are ready for key stroking. Preparatory steps include:

1) determining that school and instructional program codes are recorded correctly on each instrument and checking completeness of forms;

2) grouping the Vocational Program Status Report (DF-1), the General School Information Inventory (DF-2), the Secondary and Post-Secondary Level Instructional Program Data (DF-3), the Adult Level Instructional Program Data (DF-4), the Vocational Student Information Card (DF-5A), the Vocational Student Status Report (DF-5B) and, the Initial Follow-up Survey of Former Vocational Students (DF-6) forms together by type of form for data processing;

3) assigning "dummy" social security numbers to each Vocational Student Information Card (DF-5A) which does not contain a social security number; and,

4) grouping the Vocational Student Information Cards (DF-5A) by instructional program within each school.

School codes and instructional program codes within a given school need to be checked for accuracy and should match the code numbers recorded on the inventory sheets. This is necessary to insure that data can be ultimately identifiable as to their source.

The evaluation system uses the individual's social security number as a student identification number. In some instances a

FIGURE 13

1972 SCHOOL DATA INVENTORY FORM

Page ___ of ___

A SYSTEM FOR STATEWIDE EVALUATION OF VOCATIONAL EDUCATION

EPR NO. 01

COUNTY NO. 021

Harrington
COUNTY NAME

School Name and Code	DF-1	DF-2	Instructional Program Codes	Data By Form Level: Sec. DF-3	P.-Sec. DF-3	Adult DF-4	Instructional Program Title	Estimated Enrollment: DF-3, 50 S/P DF-4, 23	DF-5A Count
Community College 021-01-80-020	X 5 programs Item 1	X	14.0703 (0700)*		X		Stenographic	17	15
			14.0900			X	Clerical	9	7
			16.0108		X		Electronics Tech.	91	85
			16.0501		X		Child Development	56	59
			16.0602			X	Fire Science	41	39

REFERENCE NOTES:

["X" indicates completed form received by state office]

[*Digits in parenthesis indicate a code provided by the school that has been corrected at the state office.]

Is this school located in an economically depressed area?

☐ Yes ☐ No

student does not have a social security number or does not wish to provide it on the Vocational Student Information Card (DF-5A). In these cases, "dummy" social security numbers should be assigned to item 4 on these DF-5A cards. These numbers may simply be sequenced starting with 900-00-0001 or may be assigned in any other manner (e.g., based on school code) so long as no identical "dummy" number is assigned to two different individuals. Beginning with the number 9 assures that no "dummy" number will duplicate an existing social security number.

Experience with the Vocational Student Information Cards (DF-5A) indicates that there will be cards received with incorrectly completed school codes or instructional program codes. It has also been determined that some students will indicate that they are enrolled in more than one grade level. A simple and effective procedure is suggested to avoid errors resulting from incorrectly completed cards and to cut down on key stroking time. Place a blank card or piece of paper at the front of each pack of DF-5A cards for each instructional program and place a rubber band around the pack. On the card or piece of paper, record the school code, instructional program code, and whether they are secondary, post-secondary or adult students. If within a pack all the students are in the same grade level (10th, 11th, supplementary, etc.), you may also add this information for the keypunch operator's convenience.

Preparing and distributing evaluation results. After data processing is completed and computer printout tables are produced, the printouts must be checked for accuracy and then assembled and distributed.

In spite of the many checks built into the system to insure accuracy of tables, data errors can still occur. One type of error may be in school codes or program codes which are not identifiable as to their actual source. Another error may be in enrollment figures which are obviously too low or too high. These errors can result from inaccurate keypunching or other mechanical errors in data processing. Clerical personnel can be directed to quickly spot-check computer printout table results and match them against figures on the original program inventory. They can also spot-check columns of numbers to see that totals are correct. When errors are detected, these should be referred to data processing personnel for correction.

Once the computer printout tables are checked for accuracy and are found to be acceptable, they can be assembled and distributed. Photo-copiers can be used to reproduce computer printout tables. Copy machines are also available which can reduce the computer printout tables at the same time. This makes it possible to reproduce a set of the printouts which are 8 1/2 x 11 inches in size. Tables this size are more convenient to handle than tables

the size of standard computer printouts and can be bound more easily into agency reports and documents. The state office can then determine if it is more desirable to produce additional copies of computer printouts by offset or photo-copy procedures. This will depend on the availability of equipment and the number of tables which will be needed for distribution.

The evaluative data will next be organized by evaluation staff for reporting to vocational agency management personnel. The form and content of reports will depend on agency preferences. Much of the evaluative data is also useful to other groups external to the agency. Again, the form and content of these reports will be dictated by individual state preferences. The evaluation system contains a wealth of information from which can be generated a number of special studies and reports.

PHASE III—REVISING THE EVALUATION SYSTEM

The vocational agency using the System for Statewide Evaluation of Vocational Education will need to develop a plan for systematically assessing system elements to determine if revisions are required to improve the system's usefulness as a management tool for purposes of program planning and reporting. The plan for assessing the evaluation system should include procedures for determining:

1) the continued appropriateness and/or centrality of system elements to the mission, populations served, scope of offerings, and the organizational structure and relationships of the vocational education agencies operating the system and local schools participating in the evaluation;

2) the accuracy of data obtained through the use of the system; and,

3) the usefulness, comprehensiveness, timeliness and efficiency of system produced data in contrast to data currently obtained or potentially obtainable through other means.

Proposed changes in the evaluation system resulting from the assessment procedures should be initiated only after the potential effects of such changes are reviewed by persons who will be affected by them, e.g., changes in the formats or items within the evaluation instruments might require changes in directions for their completion, more or less time and effort for their completion by local personnel, and greater or less cost for data processing routines and computer runs.

CURRENT DEVELOPMENTS

COMPUTER TABLES

The project staff has accepted the recommendations of staff at the field test sites and is currently developing a set of computerized data tables to supplement the basic set already developed and previously described.

During the Spring of 1972 additional tables will be programmed for the computer. These tables will provide summary data by region, vocational program, level, and, where applicable, racial-ethnic group, for measures of vocational program:

1) availability, e.g., number of vocational programs per school;

2) demand, e.g., programs requested and number of individuals requesting; number of persons denied access to existing programs;

3) utilization, e.g., percentage of available training stations (program capacity) being used for training;

4) holding power, e.g., percentage of enrollees who fulfill program requirements (additional tables will analyze the relationships between holding power and measures of school, program quality, and student characteristics); and,

5) wage benefits to former students.

Another group of tables will report on:

1) administrative, ancillary, and teaching staff needs for existing and anticipated vacancies in the schools; and,

2) reasons for approved programs failing to be implemented.

Also under development is a report generated by the computer which will highlight the major accomplishments of the vocational agency in achieving its program goals. This report will contain comparisons for program areas where applicable.

INSTALLATION ASSISTANCE BY THE CENTER

Numerous requests for information about the system have been received at The Center from state and local educational systems seeking an evaluation system for use in program planning. The Center is assisting those vocational agencies currently installing the evaluation system and can also arrange to provide assistance to state and local vocational agencies considering its adoption. This assistance is being handled by a Product Utilization team at The Center and is made available in order to help assure that the potential user can install the evaluation system properly and effectively.

APPENDICES

APPENDIX A

SYSTEM PROGRAM OBJECTIVES AND GOAL STATEMENTS
WITH
RELATIONSHIPS OF DATA ITEMS
TO SPECIFIC GOAL STATEMENTS

OBJECTIVE ONE

To provide vocational education to youth and adults who will be entering the labor force and to those who seek to upgrade their occupational competencies or learn new skills.

	GOAL STATEMENTS
A	#____secondary school youth will be enrolled in vocational programs. (Data Form 3, Item 50-S)
B	#____secondary school youth with physical or mental handicaps will be enrolled in vocational programs. (Data Form 3, Items 1, 42)
C	#____disadvantaged secondary school youth will be enrolled in vocational programs. (Data Form 3, Items 1, 41)
D	#____persons will be enrolled in post-secondary vocational programs. (Data Form 3, Item 50-P)
E	#____persons with physical or mental handicaps will be enrolled in post-secondary vocational programs. (Data Form 3, Items 1, 42)
F	#____disadvantaged persons will be enrolled in post-secondary vocational programs. (Data Form 3, Items 1, 41)

OBJECTIVE ONE (continued)

	GOAL STATEMENTS
G	#____persons will be enrolled in adult preparatory vocational programs. (Data Form 4, Item 23)
H	#____persons will be enrolled in adult supplementary vocational programs. (Data Form 4, Item 23)
I	#____persons with physical or mental handicaps will be enrolled in regular adult vocational programs. (Data Form 4, Items 2, 22)
J	#____disadvantaged persons will be enrolled in regular adult vocational programs. (Data Form 4, Items 2, 21)
K	#____persons with physical or mental handicaps will be enrolled in adult "special needs" vocational programs. (Data Form 4, Items 2, 22)
L	#____disadvantaged persons will be enrolled in adult "special needs" vocational programs. (Data Form 4, Items 2, 21)
M	#____persons whose hourly wage for full-time employment falls below the federal minimum wage rate will be enrolled in vocational programs to increase their hourly earnings. (Data Form 5A, Item 18)
N	#____persons receiving public assistance will be enrolled in vocational programs. (Data Form 5A, Item 17)

OBJECTIVE TWO

To provide comprehensive vocational education which relates general and vocational education offerings to the vocational objectives of students.

GOAL STATEMENTS	
A	#_____vocational programs will have their vocational and general education staffs jointly organize their offerings in relation to vocational program objectives. (Data Form 3, Item 30)
B	#_____vocational programs will have indicated when they next plan to update the occupational competencies that need to be taught. (Data Form 3, Item 29)
C	#_____vocational programs will use written performance objectives based on an analysis of required occupational competencies. (Data Form 3, Item 28)
D	#_____vocational programs will provide students with consumer education as part of the total instructional program. (Data Form 3, Item 37)

OBJECTIVE THREE

To make vocational education increasingly accessible to those who desire it.

	GOAL STATEMENTS
A	#____vocational programs will enroll students with educational deficiencies which could act as serious barriers to successful program completion or job placement. (Data Form 3, Item 43)
B	#____vocational programs will make available specialized remedial instruction to students with educational deficiencies which could act as serious barriers to successful program completion or job placement. (Data Form 3, Item 23)
C	#____vocational programs will enroll the potential number of students they can accommodate. (Data Form 3, Items 48-S, 48-PS)
D	#____schools will offer vocational programs during both day and evening hours. (Data Form 2, Item 7)
E	#____vocational programs will operate at times other than during the regular school year (September--June). (Data Form 3, Item 11)
F	#____school will offer a structured career guidance program. (Data Form 2, Item 13)
G	#____students will be enrolled in a career guidance program. (Data Form 2, Item 13B)
H	#____vocational students will be enrolled in instructional programs in areas identified as being economically depressed. (Data Form 3, Item 49-S, 49-PS) (Data Form 4, Item 23)

OBJECTIVE FOUR

To provide quality vocational education which meets the vocational aspirations of people while being compatible with employment opportunities.

GOAL STATEMENTS	
A	#____schools will have an annual and long-range plan for vocational education. (Data Form 2, Item 17)
B	#____schools offering vocational programs will have job placement services available to all program trainees. (Data Form 2, Item 11)
C	#____vocational programs will have students involved in cooperative or other out-of-class work experiences. (Data Form 3, Item 15)
D	#____vocational programs will provide simulated work experiences in the classroom setting. (Data Form 3, Item 17)
E	#____schools offering vocational programs will have a general advisory committee for vocational programs. (Data Form 2, Item 15)
F	#____vocational programs will have an advisory committee. (Data Form 3, Item 33)
G	#____vocational programs will actively use an advisory committee in evaluating their operations. (Data Form 3, Item 34)
H	#____percent of vocational program completions who will seek full-time employment will find such employment within ('X') months after completing program requirements. (Data Form 5B, Item 5; Data Form 6, Items 1 and 5)

OBJECTIVE FOUR (continued)

	GOAL STATEMENTS
I	#____percent of vocational program completions will find their first full-time job in the occupation for which they were trained. (Data Form 5B, Item 5; Data Form 6, Items 1, 5, 7)
J	#____percent of vocational program completions will find their first full-time job in an occupation related to that for which they were trained. (Data Form 5B, Item 5; Data Form 6, Items 1, 5, 7)
K	#____percent of vocational program enrollees who terminated schooling before completing program requirements and who will seek full-time employment will find such employment within ('X') months after terminating their schooling. (Data Form 5B, Item 5; Data Form 6, Items 1, 5)
L	#____percent of vocational program enrollees who terminated schooling before completing program requirements will find their first full-time job in the occupation for which they were being trained. (Data Form 5B, Item 5; Data Form 6, Items 1, 5, 7)
M	#____percent of vocational program enrollees who terminated schooling before completing program requirements will find their first full-time job in an occupation related to that for which they were being trained. (Data Form 5B, Item 5; Data Form 6, Items 1, 5, 7)
N	#____vocational programs will have replacement schedules for all major equipment. (Data Form 3, Item 36)

OBJECTIVE FOUR (continued)

	GOAL STATEMENTS
O	#_____guidance personnel will have special vocational guidance preparation. (Data Form 2, Item 10B)
P	#_____vocational teachers will have completed state certification requirements for the instructional area in which they teach. (Data Form 3, Items 46, 47)
Q	#_____vocational programs will have a plan for securing manpower information as a means for estimating potential employment opportunities for program trainees. (Data Form 3, Item 31)
R	#_____percent of vocational students identified as having educational deficiencies which could act as serious barriers to successful program completion or job placement will receive remedial educational assistance. (Data Form 3, Item 44)
S	#_____percent of vocational program completions asked ('X') months after completing program requirements will indicate that they would recommend the vocational program to others. (Data Form 5B, Item 5; Data Form 6, Item 22)
T	#_____schools offering vocational education programs will have data to compute differences in per pupil expenditures for vocational and nonvocational instruction. (Data Form 2, Item 18)
U	#_____schools offering vocational education programs will have data to compute differences in per pupil expenditures for each vocational program offered. (Data Form 2, Item 20)

APPENDIX B

EVALUATION SYSTEM DATA SET ITEMS BY SELECTED CATEGORIES

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
GENERAL SCHOOL INFORMATION INVENTORY	GENERAL SCHOOL INFORMATION INVENTORY	VOCATIONAL PROGRAM STATUS REPORT	VOCATIONAL STUDENT INFORMATION CARD
DF-2 Heading Information, School name and location code	DF-2.4 School dropout rate	DF-1 Heading Information, School name, type and location	DF-5A.1 Student matched with school identification
DF-2.1 Total school enrollment	DF-2.6 School location, 3 areas	DF-1.1 Number vocational programs	DF-5A.2 Date
DF-2.2 Total male enrollment	DF-2.7 Day/night vocational programs offered	DF-1.2 Vocational Instructional Programs by Title:	DF-5A.3 Instructional program title
DF-2.3 Total female enrollment	DF-2.8 Vocational guidance program	Vocational programs by code	DF-5A.4 Social security number
DF-2.5 % in vocational education	DF-2.9 School guidance services	Program operational status, 2 levels	DF-5A.5 Teacher's name
DF-2.13 Structured career guidance program offered	DF-2.10 Number of guidance personnel with vocational guidance preparation	Funding Status	DF-5A.6 Student's name and address
* * * * *	DF-2.11 Job placement services offered, 4 types	Program level (3 types)	DF-5A.7 Student's age
SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA	DF-2.12 Practical arts program offered, 5 types	Continued Supplement A	DF-5A.8 Student's sex
DF-3.25 Number of former students using placement services	DF-2.14 Requires curriculum skill training	DF-1.3 Vocational Instructional Programs not operational	DF-5A.9 Student's marital status
DF-3.41 Number of disadvantaged enrolled by instructional program	DF-2.15 School has general vocational advisory committee	Instructional program title	DF-5A.10 Private school student
DF-3.42 Number of handicapped enrolled by instructional program		Vocational Program Code	DF-5A.11 Student's transportation
		Reasons Program not in Operation	DF-5A.12 Transportation mileage
		Continued Supplement B	
		DF-1.4 Vocational administrative and ancillary services, staff vacancies, 5 categories	

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
DF-3.43 Number of students with educational deficiencies by instructional program DF-3.44 Number of students receiving remedial instruction DF-3.45 Number of private school students enrolled by instructional program SECONDARY LEVEL DATA: DF-3.48-S Potential Vocational Instructional Program Enrollment: Total student capacity by 5 grade levels DF-3.49-S Student Denied Training: Total number of students denied training by 5 grade levels, Reasons training denied, 5 variables DF-3.50-S Vocational Instructional Program Enrollment: Total Enrollment by 5 grade levels and sex DF-3.51-S Program Elective Enrollment: Total Elective Enrollment	DF-2.16 Vocational Instructional Program advisory committees DF-2.17 Written annual/long-range vocational plan DF-2.18 Average per pupil expenditures computed DF-2.19 Vocational student per pupil expenditures computed DF-2.20 Vocational instructional program per pupil expenditures computed DF-2.21 School provides vocational education on other location DF-2.22 Vocational Instructional programs most requested by students * * * * * DF-3 & 4 Special Coded Item: Schools located in economically depressed areas	DF-1.5 Vocational Program Staff Vacancies: Instructional program title Vocational Program Code Continued on Supplement C * * * * * SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA DF-3 Heading Information, Vocational Instructional Program school, and code DF-3.1 Level of training, 2 levels DF-3.2 Type of program, 2 types Handicapped 4 variables, Disadvantaged 4 variables DF-3.3 MDTA training program DF-3.4 Apprentice training program DF-3.5 Specially funded program DF-3.6 Series of separate specialized courses DF-3.7 Number of courses needed to complete instructional program	DF-5A.13 Present grade level DF-5A.14 Equal opportunity information DF-5A.15 Prior employment status DF-5A.16 Present employment status DF-5A.17 Receiving public assistance DF-5A.18 Prior hourly wage DF-5A.19 Highest grade completed * * * * * VOCATIONAL STUDENT STATUS REPORT DF-5B.1 Handicapped/disadvantaged students, 4 categories DF-5B.2 Cooperative education students, 5 types DF-5B.3 Students receiving remedial instruction DF-5B.4 Referral from Department of Labor DF-5B.5 Current student status, 7 variables

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
POST-SECONDARY LEVEL DATA: DF-3.48-PS Potential Vocational Instructional Program Enrollment: Total student capacity by 5 grade levels DF-3.49-PS Student Denied Training: Total number of students denied training by 5 grade levels, Reasons training denied, 5 variables DF-3.50-PS Vocational Instructional Program Enrollment: Total Enrollment by 5 grade levels and sex DF-3.51-PS Program Elective Enrollment: Total Elective Enrollment * * * * * ADULT LEVEL INSTRUCTIONAL PROGRAM DATA DF-4.21 Number of educationally disadvantaged enrolled DF-4.22 Number of physically and mentally handicapped enrolled DF-4.23 Instructional program enrollment by sex * * * * *		DF-3.8 Program operating schedule, 7 variables DF-3.9 Number times program offered DF-3.10 Day/night instructional program offered DF-3.11 Program calendar schedule DF-3.12 Instructional program duration in weeks DF-3.13 Clock hours of instruction DF-3.14 Year this program initiated 3 variables DF-3.15 Out-of-class laboratory experience, 4 types provided DF-3.16 Work Stations Provided 1) Number cooperative employers involved 2) Number training station DF-3.17 Simulated work experience provided DF-3.18 Course prerequisites for admission DF-3.19 Grade requirements for admission Specific grade level	DF-5B.6 Date completion or termination DF-5B.7 Student exit interview DF-5B.8 Student employment status, 4 variables DF-5B.9 & 10 Conditions of termination DF-5B.11 Student's reasons for termination, 5 variables * * * * * INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS DF-6 Heading Information, name, date, type/training, location DF-6.1 Sought full-time employment DF-6.2 Did not seek full-time employment, 7 variables DF-6.3 Sought part-time employment, 7 variables DF-6.4 Reasons part-time employment, 7 variables

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
VOCATIONAL STUDENT INFORMATION CARD DF-5A Card count for student totals by various breakdowns DF-5A.7 Enrollments by age DF-5A.8 Enrollments by sex DF-5A.9 Enrollments by marital status DF-5A.10 Enrollments from private schools DF-5A.13 Enrollments by grade level DF-5A.14 Enrollments by equal opportunity data DF-5A.15 Enrollment by prior employment status DF-5A.16 Enrollment by present employment status DF-5A.17 Enrollees receiving public assistance DF-5A.18 Enrollees earning less than federal minimum wage DF-5A.19 Enrollees by highest grade completed		DF-3.20 Age requirements for admission Specific age DF-3.21 Achievement requirements for admission, 3 variables DF-3.22 Achievement requirements to remain, 3 variables DF-3.23 Remedial instruction available DF-3.24 Structured placement service, 4 variables available DF-3.26 Source of curriculum materials, 6 variables DF-3.27 Year of last occupational analysis, 5 variables DF-3.28 Written student performance objectives DF-3.29 Year of next occupational analysis, 5 variables DF-3.30 Staff jointly organizes program curriculum DF-3.31 Year manpower needs data last secured, 5 variables	DF-6.5 Number full-time jobs, 5 variables DF-6.6 Title of first full-time job DF-6.7 Job related to training, 3 variables DF-6.8 Training adequate for job DF-6.9 Beginning hourly wage, 6 variables DF-6.10 Getting first full-time job, 6 variables DF-6.11 Highest hourly wage, 6 variables DF-6.12 Two or more full-time jobs, 3 variables DF-6.13 Location of present/recent employment DF-6.14 Present job title DF-6.15 Present hourly wage DF-6.16 Current employment status, 5 variables

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
VOCATIONAL STUDENT STATUS REPORT DF-5B Card count for student totals by various breakdowns DF-5B.5 Year totals for completions, terminations and retentions		DF-3.32 Year of next manpower data analysis, 5 variables DF-3.33 Instructional program has advisory committee, committee composition, 5 variables DF-3.34 Active use of advisory committee DF-3.35 Number of advisory committee meetings. DF-3.36 Replacement schedule for major equipment DF-3.37 Consumer education part of program, 2 variables DF-3.38 Involved federal programs, Type of program, 3 variables Type of involvement, 4 variables DF-3.39 Involved state/local agencies, Type Agency, 9 variables Type involvement, 4 variables DF-3.40 Average out-of-pocket costs per student	DF-6.17 Re-use of school placement services, 5 variables DF-6.18 School job placement services, 4 variables DF-6.19 Separate Vocational courses taken DF-6.20 Skill training DF-6.21 Satisfaction with vocational training DF-6.22 Recommend vocational program DF-6.23 Enrolled in additional education program(s), 7 variables DF-6.24 Purpose of additional education, 5 variables DF-6.25 Now enrolled in vocational program DF-6.26 Now enrolled in educational program(s). DF-6.27 Interest in more vocational training

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
		DF-3.45 Enroll student from nonprofit private schools DF-3.46 Teachers assigned to program Number Full-Time Number Part-Time DF-3.47 Teacher State Certification Needs: Number Needing Work Experience, Number Needing Teacher Education * * * * * ADULT LEVEL INSTRUCTIONAL PROGRAM DATA DF-4 Heading Information, Vocational Instructional program and school codes DF-4.1 Purpose of training, 3 variables DF-4.2 Type of Program Handicapped, 4 variables and Disadvantaged, 4 variables DF-4.3 MDTA training program DF-4.4 Apprentice training program DF-4.5 Temporary training program	DF-6.28 Interest in more general education DF-6.29 Training interests by title DF-6.30, 31, and 32 Student comments about this vocational program * * * * *

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
		DF-4.6 Regular ongoing program DF-4.7 Program operating schedule, 6 variables DF-4.8 Program calendar schedule DF-4.9 Day/night program, 3 variables DF-4.10 Number of courses to complete instructional program DF-4.11 Duration of instructional program DF-4.12 Clock hours instruction DF-4.13 Organizations requesting the program, 6 variables DF-4.14 Involved state/local agencies, 10 variables DF-4.15 Source curriculum materials, 6 variables DF-4.16 Advisory committee DF-4.17 Consumer education, part of program	

ENROLLMENT DATA	SCHOOL-COMMUNITY CHARACTERISTICS	PROGRAM CHARACTERISTICS	FOLLOW-UP DATA
		DF-4.18 Number of teachers by category, 7 variables DF-4.20 Average out-of-pocket costs per student DF-4.21 Enroll disadvantaged persons DF-4.22 Enroll handicapped persons * * * * *	

APPENDIX C

EVALUATION INSTRUMENTS
CURRENT VERSION

DF-1 VOCATIONAL PROGRAM STATUS REPORT

Including DF-1 Supplements A, B, and C 78

DF-2 GENERAL SCHOOL INFORMATION INVENTORY 85

DF-3 SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA 87

DF-4 ADULT LEVEL INSTRUCTIONAL PROGRAM DATA 93

DF-5A VOCATIONAL STUDENT INFORMATION CARD 95

DF-5B VOCATIONAL STUDENT STATUS REPORT 96

DF-6 INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS 97

DF-1

VOCATIONAL PROGRAM STATUS REPORT

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ___ ___ ___ ___
school code

Name of School _____

Type of School: Public ☐ Private ☐

Name of Person Completing This Form _____

School District _____

Position _____

Date ___ ___ ___
mo. day year

(DF-1 Revised 1971)

Vocational Programs:

1. How many vocational instructional programs are currently offered by this school? ___ (20)

2. List below all existing vocational instructional programs and those in the the process of becoming operational.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? NOTE: If a program is taught at more than one program level, that entry should be listed separately for each level.		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult: Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (a) and (b) (c)
_____	___ - ___ (23)	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
_____	___ - ___ (32)	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ - ___ (41)	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ - ___ (50)	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ - ___ (59)	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ - ___ (68)	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Continued. Vocational Program Inventory Page 2 of ___

List below all existing vocational instructional programs and those in the process of becoming operational.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? NOTE: If a program is taught at more than one program level, that entry should be listed separately for each level.		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult: Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (a) and (b) (c)
_____	___ . ___ 23	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
_____	___ . ___ 32	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 41	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 50	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 59	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 68	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 23	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 32	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___ . ___ 41	☐	☐	☐	☐	☐	☐	☐	☐	☐

☐ Check if Item 2 is continued on a supplement page.

1971

3. Are there vocational instructional programs which were planned to be in operation at this time but are not yet in operation? ☐ Yes ☐ No
If YES, complete the table below

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)	Date Program is Expected to be in Operation: (Anticipated Date)
_____	__ . ____ (21)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (36)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (51)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (66)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (21)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (36)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (51)	☐	☐	☐	☐	☐ _____	__ __ (month year)
_____	__ . ____ (66)	☐	☐	☐	☐	☐ _____	__ __ (month year)

☐ Check if **Item 3** is **continued** on a **supplement page.**

1971

VOCATIONAL PERSONNEL NEEDS:

4. Indicate below your presently existing and anticipated **administrative** and **ancillary services staff** vacancies for all vocational programs.

20 ☐ No **Existing** Vacancies 21 ☐ No **Anticipated** Vacancies

POSITIONS	EXISTING VACANCIES NUMBER OF PERSONS NEEDED	ANTICIPATED VACANCIES NUMBER OF PERSONS NEEDED
a. Director	22 a. ___	27 a. ___
b. Supervisor	b. ___	b. ___
c. Vocational Guidance Director or Counselor	c. ___	c. ___
d. Curriculum Specialist	d. ___	d. ___
e. Other (specify)_____	e. ___	e. ___

5. Indicate your presently existing and anticipated **vocational program staff** vacancies.

32 ☐ No **Existing** Vacancies 33 ☐ No **Anticipated** Vacancies

If both of these boxes are checked NO, do not complete the table below.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS	EXISTING VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)			ANTICIPATED VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)		
What Do You Call This Program?		(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
_____	___.___ 34	1 ☐ In Operation 2 ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____
_____	___.___ 47	☐ In Operation ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____
_____	___.___ 60	☐ In Operation ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____
_____	___.___ 20	☐ In Operation ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____

☐ Check if **Item 5** is **continued** on a **supplement page.**

Note: Attach Supplement Pages to This Form.

1971

DF-1—Supplement A

Name of School

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

school code

2. Continued. Vocational Program Inventory Page ___ of ___

List below all existing vocational instructional programs and those in the process of becoming operational.

(DF-1 Revised 1971)

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? NOTE: If a program is taught at more than one program level, that entry should be listed separately for each level.		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult: Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (a) and (b) (c)
_____	___.____	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	___.____	☐	☐	☐	☐	☐	☐	☐	☐	☐

DF-1—Supplement B

Name of School

School Code

(DF-1 Revised 1971)

3. Continued. Programs not Operational Page ___ of ___

Indicate the schools new vocational instructional programs which are not yet operational.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)	Date Program is Expected to be in Operation:
_____	___.___	☐	☐	☐	☐	☐ _____	(Anticipated Date) ___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)
_____	___.___	☐	☐	☐	☐	☐ _____	___ ___ (month year)

DF-1—Supplement C

Name of School _____

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

school code

(DF-1 Revised 1971)

5. Continued. Vocational Personnel Needs Page ___ of ___

Indicate your presently existing and anticipated **vocational program staff** vacancies.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS	EXISTING VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)			ANTICIPATED VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)		
What Do You Call This Program?		(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
	___.___	1 ☐ In Operation 2 ☐ Not Yet in Operation	___	___	___	___	___	___
	___.___	☐ In Operation ☐ Not Yet in Operation	___	___	___	___	___	___
	___.___	☐ In Operation ☐ Not Yet in Operation	___	___	___	___	___	___
	___.___	☐ In Operation ☐ Not Yet in Operation	___	___	___	___	___	___
	___.___	☐ In Operation ☐ Not Yet in Operation	___	___	___	___	___	___
	___.___	☐ In Operation ☐ Not Yet in Operation	___	___	___	___	___	___
	___.___	☐ In Operation ☐ Not Yet in Operation	___	___	___	___	___	___

DF-2

GENERAL SCHOOL INFORMATION INVENTORY

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

school code

Name of School _____

Type of School: Public ☐ Private ☐

School District _____

Person Completing This Form _____

Position _____ Date ___ ___ ___ (mo. day year)

1. What is the total enrollment for this school?
   20 ____ (grades 9 and above)

2. What is the total male student enrollment for this school?
   ____

3. What is the total female student enrollment for this school?
   ____

4. What percentage of the total school enrollment dropped out of school last year?
   32 ___ %

5. What percent of the school enrollment are enrolled in vocational education?
   ___.___ %

6. This school is located in an:
   1 ☐ Urban area
   2 ☐ Rural area
   3 ☐ Suburban area

7. This school offers vocational programs:
   1 ☐ Day only
   2 ☐ Night only
   3 ☐ Both day and night

8. Does the school have a vocational guidance program?
   ☐ Yes ☐ No

9. Does the school provide guidance services?
   ☐ Yes ☐ No

10. Total number of guidance personnel in this school.
    ___
    How many of these guidance personnel have specific vocational guidance preparation?
    ___

11. Does the school provide job placement services to vocational students?
    ☐ Yes ☐ No placement services available.
    If yes, check type(s)
    ☐ Cooperative program between school and state employment service
    ☐ Vocational teachers make referrals
    50 ☐ Guidance counselor assistance
    ☐ Other (specify) _____

12. If a secondary school, does the school have a practical arts program(s)?
    ☐ Yes ☐ No programs offered.
    If yes, check type(s)
    ☐ Industrial arts
    ☐ General business
    ☐ Home economics (homemaking)
    ☐ Other (specify) _____
    ☐ This is **not** a secondary school

13. If a secondary school, does this school or its feeder schools have a structured career guidance program?
    ☐ Yes ☐ No
    If yes, check type(s)
    Type of Enrollment
    ☐ Elementary students only (grades 8 and below).
    ☐ Secondary students (grades 9 and above).
    ☐ Both elementary and secondary students.
    Total Enrollment
    Estimate how many students will be served by this guidance program this school year.
    ____
    ☐ This is **not** a secondary school

14. Does the school curriculum require all students to receive some marketable skill training?
    67 ☐ Yes ☐ No

(DF-2 Revised 1971)

(DF-2 Revised 1971)

15. Does the school have a general advisory committee for vocational programs?

68 ☐ Yes ☐ No

16. Does every vocational instructional program offered in this school have an advisory committee?

☐ Yes ☐ No

17. Does the school have a written annual and long-range plan for vocational education?

☐ Yes ☐ No

18. Are average per pupil expenditures for **all** students computed?

☐ Yes ☐ No

19. Are average per pupil expenditures for **vocational** students computed?

☐ Yes ☐ No

20. Are average per pupil expenditures for each vocational instructional program computed?

☐ Yes ☐ No

21. Does this school provide vocational education to its students, but at locations other than this school building (e.g., area school, community college, etc.)?

74 ☐ Yes ☐ No

22. List below the vocational instructional programs **not** offered by this school which were most often requested by students or potential students.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	NUMBER OF REQUESTS MADE IN PAST TWELVE MONTHS
_____	__ . ____ (20)	___
_____	__ . ____ (29)	___
_____	__ . ____ (38)	___
_____	__ . ____ (47)	___
_____	__ . ____ (56)	___

DF-3

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA

4 ___ ___ ___ ___
school code

Date ___ ___ ___
month day year

School Name _____ Teacher Completing This Form _____

School District _____ Position _____

Instructional Program Title _____
(What do you call this program?)

Vocational Program Area _____ ___ . ___
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

1. Level of training: (check **one** only)
   26 [1] ☐ **Secondary**
   [2] ☐ **Post-Secondary**

2. Type of program:
   [1] ☐ **Regular** vocational program
   [2] ☐ **Special needs** program

   Only if this is a special needs program, check one or more items below to indicate persons served by this program.

   a. ☐ Handicapped:
      ☐ Physically handicapped
      ☐ Mentally retarded
      ☐ Emotionally disturbed
      ☐ Other (specify) _____

   b. ☐ Disadvantaged:
      ☐ Socio-Economically
      ☐ Culturally
      ☐ Educationally
      ☐ Other (specify) _____

3. Is this an MDTA training program?
   ☐ Yes ☐ No

4. Is this an apprentice training program?
   ☐ Yes ☐ No

5. Is this instructional program specially funded as a pilot, demonstration, or exemplary program?
   40 ☐ Yes ☐ No

6. Is this instructional program composed of a series of **separate** specialized courses?
   ☐ Yes ☐ No

7. How many separate courses must a student take to complete this instructional program?
   ___ Courses

8. If this instructional program is offered on a continuing basis, how is it expected to be offered this year? (check **one** only)
   44
   [1] ☐ Once each year
   [2] ☐ Each semester
   [3] ☐ Each trimester
   [4] ☐ Quarterly
   [5] ☐ Using instructional modules permitting students to enter at frequent intervals.
   [6] ☐ Other (specify) _____

   [7] ☐ This program is **not** offered on a continuing basis

9. How many times will this instructional program be offered during this year (Sept.-August)?
   ___ Times
   45

10. This instructional program is offered:
    [1] ☐ Day only
    [2] ☐ Night only
    [3] ☐ Both day and night

(DF-3 Revised 1971)

11. Does this instructional program operate at times other than during the regular school year (Sept.-June)?

48 ☐ Yes ☐ No

12. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

___ Number of **weeks**

13. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

___ Clock hours

14. This instructional program was initiated in this school: (check one)

56
1 ☐ This year
2 ☐ Last year
3 ☐ Two or more years ago

15. Does this instructional program provide students with out-of-class **laboratory experience?**

☐ Yes ☐ No

If yes, note type(s)

☐ Cooperative work experience (Co-op Part B)

☐ Cooperative work experience (Co-op Part G)

☐ Vocational work-study

61 ☐ Vocational work experience

16. If answer to item 15 was yes, then how many employers are currently associated with this instructional program in providing work-training stations?

___ Employers

___ Training stations

17. Does this instructional program provide students with **simulated** work experiences in the **classroom setting?**

☐ Yes ☐ No

18. Are there specified **course prerequisites** for **admission** to this instructional program?

66 ☐ Yes ☐ No

19. Are there **grade** level requirements for **admission** to this instructional program?

☐ Yes ☐ No

(specify)

___ Grade Level

70

20. Are there **age** requirements for **admission** to this instructional program?

☐ Yes ☐ No

(specify)

___ Years Old

21. Are there specified student **achievement** levels required for **admission** to this instructional program?

☐ Yes ☐ No

If yes, note type(s)

☐ Special test

☐ Grade point average

78 ☐ Other (specify) _____

22. Are there specified student **achievement** levels required **to remain** in this instructional program?

26 ☐ Yes ☐ No

If yes, note type(s)

☐ Competency test

☐ Grade point average

☐ Other (specify) _____

23. Is **specialized remedial** instruction made available to vocational students in this program who have general educational deficiencies?

☐ Yes ☐ No

24. Does this program have a **structured placement service** available to vocational students?

☐ Yes ☐ No

If yes, indicate the type(s) of structured placement services provided by the school which this program uses:

☐ Cooperative program between school and state employment service

☐ Vocational teacher referral

☐ Guidance counselor assistance

36 ☐ Other (specify) _____

1971

25. Indicate the total number of dropouts and completions from this instructional program last year who were placed in jobs by the placement services listed in Item 24.

36 ____ Males

____ Females

____ Total

26. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

- ☐ Developed or adapted by local staff
- ☐ Standard state curriculum guide
- ☐ Commercially prepared materials
- ☐ Borrowed from similar program
- ☐ Developed by special agency or association (specify) _____
- 53 ☐ Other (specify) _____

27. Indicate the year in which the **last analysis** was done to determine the occupational competencies that need to be taught.

- 1 ☐ This year
- 2 ☐ Last year
- 3 ☐ Two years ago
- 4 ☐ More than two years ago
- 5 ☐ Unknown

28. Based on this analysis have **written** student **performance objectives** been developed for this instructional program?

☐ Yes ☐ No

29. Indicate the year in which the **next analysis** will be done to update the occupational competencies that need to be taught.

- 1 ☐ This year
- 2 ☐ Next year
- 3 ☐ Within the next two years
- 4 ☐ More than two years from now
- 5 ☐ Unknown

30. Do the **vocational** program and **general education** staffs **jointly** organize their curriculum offerings for students in this instructional program?

57 ☐ Yes ☐ No

31. Indicate the year in which manpower data was **last secured** to determine the extent of potential employment opportunities available to program terminees.

58

- 1 ☐ This year
- 2 ☐ Last year
- 3 ☐ Two years ago
- 4 ☐ More than two years ago
- 5 ☐ Unknown

32. Indicate when it is planned to **next secure** manpower information to revise estimates of potential employment opportunities for program terminees.

- 1 ☐ This year
- 2 ☐ Next year
- 3 ☐ Within the next two years
- 4 ☐ More than two years from now
- 5 ☐ Unknown

33. Does this instructional program have an advisory committee?

☐ Yes ☐ No

If yes, what is the composition of your advisory committee for this instructional program? (check the appropriate boxes)

- 61 ☐ Business-industry representatives
- ☐ Labor union representatives
- ☐ Parents and/or students
- ☐ School personnel
- ☐ Other (specify) _____

34. Does this instructional program actively use an advisory committee in **evaluating** certain phases of its operation?

☐ Yes ☐ No

35. Indicate the number of times this program's advisory committee met last year.

____ Times

36. Are the replacement schedules to cover all major equipment used in this instructional program?

60 ☐ Yes ☐ No

1971

37. Is **consumer education** provided as a part of this instructional program?

70 ☐ Yes ☐ No

If yes, note how

☐ Integrated in regular course work

☐ Offered as a special course

38. Are there any **special federal** programs **involved** in this instructional program?

☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and types of involvement.

Type(s) of Program

☐ Department of Labor

☐ U.S. Office of Education

☐ Other (specify) _____

Type(s) of Involvement

☐ Provided funds

☐ Provided equipment

☐ Provided resource material and supplies

80 ☐ Other (specify) _____

39. Are there any **state** (other than Vocational Division) or **local** level agencies **involved** in this instructional program?

☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and types of involvement.

Type(s) of Agency

☐ Business and Industry

☐ Department of Corrections

☐ Interest Group for Disadvantaged

☐ Interest Group for Handicapped

☐ State Department of Education (other than Vocational Division)

☐ Union or Employee Group

☐ Vocational Rehabilitation

☐ Welfare Department

30 ☐ Other (specify) _____

(CONTINUED NEXT COLUMN)

39. Continued.

Type(s) of Involvement

30 ☐ Provided funds

☐ Provided equipment

☐ Provided resource materials and supplies

☐ Other (specify) _____

40. **Estimate the average out-of-pocket cost to students in this instructional program.**

$ _____ .00 **Average out-of-pocket cost per student**
40

41. **Indicate the number of educationally disadvantaged persons among those enrolled in this instructional program.**

_____ Number of disadvantaged

42. **Indicate the number of physically and mentally handicapped persons among those enrolled in this instructional program.**

_____ Number of handicapped

43. **Indicate the number of vocational students identified as having general educational deficiencies which could be barriers to a successful program completion or job placement.**

_____ Students
50

44. **Indicate the number of vocational students actually receiving some form of remedial instruction to correct these educational deficiencies.**

_____ Students

45. Are there any **vocational** students from nonprofit private schools enrolled in this instructional program?

☐ Yes ☐ No

_____ Number of Students

46. **Indicate the number of vocational teachers assigned to this program who are on a:**

62 ____ Full-time basis

____ Part-time basis

47. How many of these vocational teachers require additional work experience or teacher education courses to complete state certification requirements?

____ Need work experience

____ Need teacher education
69

1971

SECONDARY LEVEL FACILITY UTILIZATION AND ENROLLMENT DATA

48-S. POTENTIAL VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

What is the Potential Enrollment of this Instructional Program for each grade level (Student Capacity Times the Number of Sections)	
9th	26
10th	29
11th	32
12th	35
Special Class or Ungraded	38

49-S. STUDENTS DENIED TRAINING:

Indicate the number of students denied training in this instructional program this year and check the appropriate reasons.		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
9th	41	☐	☐	☐	☐	☐
10th	49	☐	☐	☐	☐	☐
11th	57	☐	☐	☐	☐	☐
12th	65	☐	☐	☐	☐	☐
Special Class or Ungraded	73	☐	☐	☐	☐	☐

50-S. VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

In the table below indicate the vocational instructional program enrollment (unduplicated count). This enrollment is composed of students pursuing the stated vocational objectives of this program.

GRADE LEVEL	VOCATIONAL PROGRAM ENROLLMENT	
	MALES	FEMALES
9th	26	
10th	32	
11th	38	
12th	44	
Special Class or Ungraded	50	

51-S. PROGRAM ELECTIVE ENROLLMENT:

Indicate the total elective enrollment in this vocational instructional program (unduplicated count). This includes all other students who are enrolled in this program but not pursuing the vocational objectives of this program.

59 Students

Continued on Next Page

☐ For State Use Only

1971

POST-SECONDARY LEVEL FACILITY UTILIZATION AND ENROLLMENT DATA

48-P. POTENTIAL VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

What is the Potential Enrollment of this Instructional Program for each grade level (Student Capacity Times the Number of Sections)	
1st Year	26
2nd Year	29
Special Class or Ungraded	32

49-P. STUDENTS DENIED TRAINING:

Indicate the number of students denied training in this instructional program this year and check the appropriate reasons.		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
1st Year	41	☐	☐	☐	☐	☐
2nd Year	49	☐	☐	☐	☐	☐
Special Class or Ungraded	57	☐	☐	☐	☐	☐

50-P. VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

In the table below indicate the vocational instructional program enrollment (unduplicated count). This enrollment is composed of students pursuing the stated vocational objectives of this program.

GRADE LEVEL	VOCATIONAL PROGRAM ENROLLMENT	
	MALES	FEMALES
1st Year	26	
2nd Year	32	
Special Class or Ungraded	38	

51-P. PROGRAM ELECTIVE ENROLLMENT:

Indicate the total elective enrollment in this vocational instructional program (unduplicated count). This includes all other students who are enrolled in this program but not pursuing the vocational objectives of this program.

56 _____ Students

☐ For State Use Only

(DF-3 Revised 1971)

DF-4

ADULT LEVEL
INSTRUCTIONAL PROGRAM DATA

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ___ ___ ___ ___
school code

Date ___ ___ ___
month day year

School Name _____

School District _____ Teacher Completing This Form _____

Instructional Program Title _____
(What do you call this program?)

Vocational Program Area _____
(T and I, Agriculture, Home Ec., etc.)

20 ___ . ___
Vocational Program Code

1. What is the **purpose** of this training?
(check one only)

26
1 ☐ Preparatory (initial or entry level) training
2 ☐ Supplementary (upgrading or in-service) training
3 ☐ Other (combination of the above—specify)
_____

2. Type of program:
1 ☐ **Regular** vocational program
2 ☐ **Special needs** program
Only if this is a special needs program, check one or more items below to indicate persons served by this program.

a. ☐ Handicapped:
☐ Physically handicapped
☐ Mentally retarded
☐ Emotionally disturbed
☐ Other (specify)_____

b. ☐ Disadvantaged:
☐ Socio-Economically
☐ Culturally
☐ Educationally
☐ Other (specify)_____

3. Is this an MDTA training program?
38 ☐ Yes ☐ No

4. Is this an apprentice training program?
☐ Yes ☐ No

5. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?
40 ☐ Yes ☐ No

6. Is this instructional program offered on a **regular** on-going basis?
41 ☐ Yes ☐ No

7. If this instructional program is offered on a continuing basis, how is it expected to be offered this year?
(check **one** only)
1 ☐ Once each year
2 ☐ Each semester
3 ☐ Each trimester
4 ☐ Quarterly
5 ☐ Using instructional modules permitting students to enter at frequent intervals.
6 ☐ Other (specify)_____

7 ☐ This program is **not** offered on a continuing basis

8. How many times will this instructional program be offered during this year (Sept.-August)?
___ Times
43

9. This instructional program is offered:
1 ☐ Day only
2 ☐ Night only
3 ☐ Both day and night

10. How many separate courses must a student take to complete this instructional program?
___ Courses

11. What is the **duration** of time, in weeks, required for a student to complete this instructional program?
___ Number of **weeks**
48

(DF-4 Revised 1971)

12. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

____ Clock hours
51

13. Are there any **special federal** programs **involved** in this instructional program?

55 ☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and type(s) of involvement.

Type(s) of Agency

☐ Department of Labor
☐ U.S. Office of Education
☐ Other (specify) _____

Type(s) of Involvement

☐ Provided funds
☐ Provided equipment
☐ Provided resource material and supplies
☐ Other (specify) _____

14. Are there any **state** (other than Vocational Division) or **local** level agencies **involved** in this instructional program?

63 ☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and types of involvement.

Type(s) of Agency

☐ Business and Industry
☐ Department of Corrections
☐ Interest Group for Disadvantaged
☐ Interest Group for Handicapped
☐ State Department of Education (other than Vocational Division)
☐ Union or Employee Group
☐ Vocational Rehabilitation
☐ Welfare Department
☐ Other (specify) _____

Type(s) of Involvement

☐ Provided funds
☐ Provided equipment
☐ Provided resource materials and supplies
76 ☐ Other (specify) _____

15. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

26 ☐ Developed or adapted by local staff
☐ Standard state curriculum guide
☐ Commercially prepared materials
☐ Borrowed from similar program
☐ Developed by special agency or association (specify) _____
☐ Other (specify) _____

16. Does this instructional program have an **advisory committee**?

☐ Yes ☐ No

17. Is **consumer education** provided as a part of this instructional program?

☐ Yes ☐ No

18. Indicate the number of vocational teachers assigned to this program who are on a:

____ Full-time basis
____ Part-time basis

19. How many of these vocational teachers require additional work experience or teacher education courses to complete state certification requirements?

____ Need work experience
____ Need teacher education

20. Estimate the average out-of-pocket cost to students in this instructional program.

$ ____ .00 Average out-of-pocket cost per student
40

21. Indicate the number of educationally disadvantaged persons among those enrolled in this instructional program.

____ Number of disadvantaged

22. Indicate the number of physically and mentally handicapped persons among those enrolled in this instructional program.

____ Number of handicapped
49

23. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	52	55
Supplementary	58	61

(DF-4 Revised 1971)

☐ For State Use Only

DF-5 A

VOCATIONAL STUDENT INFORMATION CARD

Please Print

1. _____ name of school
4 school code
2. Date: month year
3. _____ instructional program title
18 instructional program code

4. 25 Your social security number
5. 34 Last Name of Your Teacher
6. 44 Your Last Name First and Middle Initial
Number and Street or Rural Route
City, Town, or Post Office State (abbreviated) Zip Code

7. Age:
8. Sex: ☐ Male ☐ Female
9. What is your **marital status?** ☐ single ☐ married
10. Are you a student from a **private school?** ☐ Yes ☐ No
11. If you use public transportation (Bus, etc.) to get to school, what does it cost each day? 65 $.
12. If you drive to school by car, how many miles do you travel to and from school each day? 70
13. What is your **grade level** at this time? **(check only one)** 71 – 72

A. Secondary
0 ☐ 9th
1 ☐ 10th
2 ☐ 11th
3 ☐ 12th
4 ☐ Special or Ungraded

B. Post-Secondary
5 ☐ 1st year
6 ☐ 2nd year
7 ☐ Special Ungraded

C. Adult
8 ☐ Preparatory
9 ☐ Supplementary

DF-5 A

EQUAL OPPORTUNITY INFORMATION

(DF-5A Revised 1971)

NOTE: The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups. This information need not be supplied by you if you do not wish to provide it.

14. **I consider myself to be:** 73
1 ☐ American Indian
2 ☐ Black, Negro, Afro-American
3 ☐ Latin American, Spanish Surname
4 ☐ Oriental American
5 ☐ White
6 ☐ Other (specify) _____

SPACE BELOW FOR ADULT AND POST-SECONDARY PROGRAM ENROLLEES ONLY

15. What was your **employment status** just before starting this vocational training program? **(check only one)** 74
1 ☐ I was employed **full time** (30 or more hours per week)
2 ☐ I was employed **part time** (less than 30 hours per week)
3 ☐ I was **unemployed**
16. Are you now employed full-time? ☐ Yes ☐ No
17. If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No
18. If you were employed **full time** before starting this training program, what was the **wage** per hour you received?
☐ $1.59 or less per hour ☐ $1.60 or more per hour
19. What was the highest grade you completed in school before you entered this program? 79

DF-5 B

VOCATIONAL STUDENT STATUS REPORT

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

5. CURRENT STUDENT STATUS:

58
1 ☐ Completed the requirements of this program — **not** in school.
2 ☐ Completed the requirements of this program—**Still** in school.
3 ☐ Still in school—in different vocational program.
4 ☐ Still in school—no longer in any vocational program.
5 ☐ Transferred to another school.
6 ☐ Left school before completing program requirements.
7 ☐ Unknown.

6. DATE OF COMPLETION OR TERMINATION:

___ ___ ___
mo. day year

7. Was an EXIT INTERVIEW conducted with this student?

☐ Yes ☐ No

8. EMPLOYMENT STATUS OF STUDENT:

66
1 ☐ Will **not** seek employment.
2 ☐ Will seek employment.
3 ☐ Status unknown.
4 ☐ Already employed fulltime

CONDITIONS OF TERMINATION:

9. 1 ☐ Voluntary 2 ☐ Involuntary

10. 1 ☐ Graduated 2 ☐ Terminated

11. REASONS FOR TERMINATION:

☐ Transportation unavailable.
☐ Unable to afford transportation.
☐ Unable to afford instructional & related costs.
☐ Other (specify) _____
73 ☐ Unknown or no interview.

DF-5 B

INSTRUCTIONS

(DF-5B Revised 1971)

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE APPROPRIATE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR CHECK THIS BOX ☐ 46 AND COMPLETE ITEMS 1, 2, 3, and 4 BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

1. Do you consider this student to be:

☐ Educationally disadvantaged
☐ Socio-economically disadvantaged
☐ Physically handicapped
50 ☐ Mentally retarded

2. This student has participated in:

☐ Cooperative work experience (Co-op Part B)
☐ Cooperative work experience (Co-op Part G)
☐ Vocational work study
☐ Vocational work experience
55 ☐ Apprentice program

3. Did this student receive any specialized remedial instruction?

56 ☐ Yes ☐ No

4. Is this student a referral from a special Department of Labor program? ☐ Yes ☐ No

DF-6

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___ ___ ____

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name ____________________ Last Name ____ First and Middle Initial

New Address ____________________ Number and Street or Rural Route

____________ City, Town, or Post Office ______ State (abbreviated) ______ Zip Code

(DF-6 Revised 1971)

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

49 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

Check only one box

50
- 1 ☐ Expected to enter another school
- 2 ☐ Housewife or about to be married
- 3 ☐ Physical or other handicap
- 4 ☐ Not interested in a job
- 5 ☐ Expected to enter the military service
- 6 ☐ Only wanted to work part-time (less than 30 hours per week)
- 7 ☐ Other (specify) ____________

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

51 ☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.

Check only one box

52
- 1 ☐ Expected to enter another school
- 2 ☐ Housewife or about to be married
- 3 ☐ Physical or other handicap
- 4 ☐ Not interested in a full-time job
- 5 ☐ Expected to enter the military service
- 6 ☐ Unable to find a full-time job
- 7 ☐ Other (specify) ____________

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

53
- 1 ☐ **None**
- 2 ☐ 1 full-time job
- 3 ☐ 2 full-time jobs
- 4 ☐ 3 to 5 full-time jobs
- 5 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? _____

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7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

60 Check only one box

1 ☐ I was employed in the occupation for which I was trained by this vocational program
2 ☐ I was employed in a related occupation
3 ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

62 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) _____

11. What is the **most** you have earned on a **full-time** job since leaving this program?

69 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

12. If you have held two or more full-time jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70

1 ☐ I was trained in school for my **last** job
2 ☐ My **last** job was related to this vocational training
3 ☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

_____
Village, Town, City

_____
County

_____
State

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14. If you are presently working, what is your job?

_____

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15. What **wages** are you presently earning?

35 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour
7 ☐ I am unemployed

16. What is your **current employment status?**

Check the appropriate box or boxes below

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)
☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work
42 ☐ I am in the **military service**

1971

17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify) _____
- ☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

- ☐ Coordinated service provided by school and state employment service
- 50 ☐ Vocational teacher assistance
- ☐ Guidance counselor assistance
- ☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

___ Courses
53

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59 ☐ **General education program(s)**
- ☐ To raise my general education level
- ☐ Informal, noncredit course(s)

☐ **Vocational program(s)**
- ☐ To upgrade the vocational skills previously learned in this program
- ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

- ☐ Private school(s)
- ☐ Public school(s)
- 67 ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)

- ☐ A certificate (type) _____
- 70 ☐ A diploma (type) _____
- ☐ A 2-year associate degree (major) _____
- ☐ A 4-year college degree (major) _____
- ☐ Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general** education?

71 ☐ Yes ☐ No

29. If you are interested in getting **more training** of **any kind,** indicate the type you are interested in:

_____

Continued on Next Page

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(DF-6 Revised 1971)

Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

40 For State Use Only

32. Based on your experiences, what suggestions do you have for improving this vocational program?

44 For State Use Only

APPENDIX D

MASTER LISTINGS OF COMPUTER PRINTOUTS

TABLE 1 STATE SUMMARY OF GOALS AND ACCOMPLISHMENTS BY OBJECTIVES

Computer Output — Sample Illustrations:

Objective One Goal Statements 105

Objective Two Goal Statements 106

Objective Three Goal Statements 107

Objective Four Goal Statements 108

TABLE 2A VOCATIONAL PROGRAM ENROLLMENT

Computer Output

Secondary Level Data:
by EPR/School; by EPR; and State Summary by EPR . 109

Post-Secondary Level Data:
by EPR/School; by EPR; and State Summary by EPR

Adult Program Data:
by EPR/School; by EPR; and State Summary by EPR

TABLE 2B EQUAL OPPORTUNITY INFORMATION

Computer Output

Secondary Level Data:
by EPR/School; by EPR; Program Area Summary by EPR; and State Summary by EPR

Post-Secondary Level Data:
by EPR/School; by EPR; Program Area Summary by EPR; and State Summary by EPR 112

Table 2B, continued

Computer Output — Sample Illustrations:

Adult Program Data:
by EPR/School; by EPR; Program Area Summary by EPR; and State Summary by EPR

TABLE 3 VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING

Computer Output

Secondary Level Data:
by EPR/School; by EPR; and State Summary by EPR . . 116

Post-Secondary Level Data:
by EPR/School; by EPR; and State Summary by EPR

Adult Program Data:
by EPR/School; by EPR; and State Summary by EPR

TABLE 4 VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA

Computer Output

Secondary Level Data:
by EPR/School; by EPR; Program Area Summary by EPR; and State Summary by EPR

Post-Secondary Level Data:
by EPR/School; by EPR; Program Area Summary by EPR; and State Summary by EPR

Adult Program Data:
by EPR/School; by EPR; Program Area Summary by EPR; and State Summary by EPR 122

TABLE 5 SCHOOL DATA FOR EVALUATION AND REPORTING

Computer Output

EPR by School 126

EPR Summary by Schools 127

State Summary by EPR's 128

TABLE 6A FOLLOW-UP SURVEY OF COMPLETIONS, BY SEX

Computer Output — Sample Illustrations:

Secondary Level Data:
by EPR/School; and by EPR 129

Post-Secondary Level Data:
by EPR/School; and by EPR

Adult Program Data:
by EPR/School; and by EPR

TABLE 6B FOLLOW-UP SURVEY OF COMPLETIONS, SUMMARY TOTALS

Computer Output

Secondary Level Data:
by EPR/School; and by EPR 133

Post-Secondary Level Data:
by EPR/School; and by EPR

Adult Program Data:
by EPR/School; and by EPR

TABLE 7A FOLLOW-UP SURVEY OF TERMINATIONS, BY SEX

Computer Output

Secondary Level Data:
by EPR/School; and by EPR 137

Post-Secondary Level Data:
by EPR/School; and by EPR

Adult Program Data:
by EPR/School; and by EPR

TABLE 7B FOLLOW-UP SURVEY OF TERMINATIONS, SUMMARY TOTALS

Computer Output

Secondary Level Data:
by EPR/School; and by EPR 141

Post-Secondary Level Data:
by EPR/School; and by EPR

Table 7B, continued

Computer Output

Sample Illustrations:

Adult Program Data:
by EPR/School; and by EPR

* * * *

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE 1971

STATE TOTALS	GOALS FOR FISCAL YEAR	EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED STATE	ACTUALLY ACCOMPLISHED EPD	DISCREPANCIES +	DISCREPANCIES -	PROJECTED GOALS: NEXT FISCAL YEAR	END OF FISCAL YEAR
A	-0 SECONDARY SCHOOL YOUTH WILL BE ENROLLED IN VOCATIONAL PROGRAMS.		31229		31229	0		
		3		14557	14557	0		
		4		8653	8653	0		
		6		2182	2182	0		
		8		5837	5837	0		
B	-0 SECONDARY SCHOOL YOUTH WITH PHYSICAL OR MENTAL HANDICAPS WILL BE ENROLLED IN VOCATIONAL PROGRAMS.		1256		1256	0		
		3		553	553	0		
		4		411	411	0		
		6		134	134	0		
		8		158	158	0		
C	-0 DISADVANTAGED SECONDARY SCHOOL YOUTH WILL BE ENROLLED IN VOCATIONAL PROGRAMS.		9340		9340	0		
		3		2746	2746	0		
		4		2984	2984	0		
		6		2071	2071	0		
		8		1539	1539	0		
D	-0 PERSONS WILL BE ENROLLED IN POST-SECONDARY PREPARATORY VOCATIONAL PROGRAMS.		3853		3853	0		
		3		1290	1290	0		
		4		974	974	0		
		6		783	783	0		
		8		806	806	0		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE 1971

STATE TOTALS	GOALS FOR FISCAL YEAR	EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED		DISCREPANCIES +	DISCREPANCIES -	PROJECTED GOALS: NEXT FISCAL YEAR	PROJECTED GOALS: END OF FISCAL YEAR
A	-0 VOC. PROGRAMS WILL HAVE THEIR VOCATIONAL AND GENERAL EDUCATION STAFFS JOINTLY ORGANIZE THEIR OFFERINGS IN RELATION TO VOCATIONAL PROGRAM OBJECTIVES.							
		3T -0	STATE: 390	EPD: 188	390	0		
		4T -0		118	188	0		
		6T -0		33	118	0		
		8T -0		51	33	0		
B	-0 VOCATIONAL PROGRAMS WILL HAVE INDICATED WHEN THEY NEXT PLAN TO UPDATE THE OCCUPATIONAL COMPETENCIES THAT NEED TO BE TAUGHT.							
		3T -0	STATE: 526	EPD: 255	526	0		
		4T -0		126	255	0		
		6T -0		60	126	0		
		8T -0		85	60	0		
C	-0 VOCATIONAL PROGRAMS WILL USE WRITTEN PERFORMANCE OBJECTIVES BASED ON AN ANALYSIS OF REQUIRED OCCUPATIONAL COMPETENCIES.							
		3T -0	STATE: 515	EPD: 235	515	0		
		4T -0		128	235	0		
		6T -0		39	128	0		
		8T -0		113	39	0		
D	-0 VOCATIONAL PROGRAMS WILL PROVIDE STUDENTS WITH CONSUMER EDUCATION AS PART OF THE TOTAL INSTRUCTIONAL PROGRAM.							
		3T -0	STATE: 511	EPD: 220	511	0		
		4T -0		148	220	0		
		6T -0		43	148	0		
		8T -0		100	43	0		

TABLE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE 1971

STATE TOTALS	GOALS FOR FISCAL YEAR	EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED STATE	EPD	DISCREPANCIES +	-	PROJECTED GOALS: NEXT FISCAL YEAR	END OF FISCAL YEAR
A	-0 VOCATIONAL PROGRAMS WILL ENROLL STUDENTS WITH EDUC. DEFICIENCIES WHICH COULD ACT AS SERIOUS BARRIERS TO SUCCESSFUL PROGRAM COMPLETION OR JOB PLACEMENT.		357		357	0		
		3		134	134	0		
		4		93	93	0		
		6		47	47	0		
		8		83	83	0		
B	-0 VOC. PROG. WILL OFFER SPEC. EDUC. INSTR. TO STUDENTS WITH EDUC. DEF. WHICH COULD ACT AS SERIOUS BARRIERS TO SUCCESSFUL PROG. COMPLETION OR JOB PLACEMENT.		356		356	0		
		3		173	173	0		
		4		61	61	0		
		6		40	40	0		
		8		82	82	0		
C	-0 VOCATIONAL PROGRAMS WILL ENROLL THE POTENTIAL NUMBER OF STUDENTS THEY CAN ACCOMMODATE.		423		423	0		
		3		200	200	0		
		4		92	92	0		
		6		54	54	0		
		8		77	77	0		
D	-0 SCHOOLS WILL OFFER VOCATIONAL PROGRAMS DURING BOTH DAY AND EVENING HOURS.		39		39	0		
		3		25	25	0		
		4		7	7	0		
		6		6	6	0		
		8		1	1	0		

TABLE 1

OBJECTIVE FOUR — TABLE 1 — PAGE 1

STATE SUMMARY OF GOALS AND ACHIEVEMENTS BY OBJECTIVE 1971

STATE TOTALS	GOALS FOR FISCAL YEAR	EPD TOTALS	GOAL ACHIEVEMENTS: ACTUALLY ACCOMPLISHED STATE	EPD	DISCREPANCIES +	-	PROJECTED GOALS: NEXT FISCAL YEAR	END OF FISCAL YEAR
	-0 SCHOOLS WILL HAVE AN ANNUAL AND LONG-RANGE PLAN FOR VOCATIONAL EDUCATION.		179		179	0		
A		3		61	61	0		
		4		50	50	0		
		6		33	33	0		
		8		35	35	0		
	-0 SCHOOLS OFFERING VOCATIONAL PROGRAMS WILL HAVE PLACEMENT SERVICES AVAILABLE TO ALL PROGRAM TERMINEES.		113		113	0		
B		3		43	43	0		
		4		30	30	0		
		6		21	21	0		
		8		19	19	0		
	-0 VOCATIONAL PROGRAMS WILL HAVE STUDENTS INVOLVED IN COOPERATIVE OR OTHER OUT-OF-CLASS WORK EXPERIENCES.		248		248	0		
C		3		128	128	0		
		4		52	52	0		
		6		33	33	0		
		8		35	35	0		
	-0 VOCATIONAL PROGRAMS WILL PROVIDE SIMULATED WORK EXPERIENCES IN THE CLASSROOM SETTING.		599		599	0		
D		3		276	276	0		
		4		150	150	0		
		6		99	99	0		
		8		74	74	0		

TABLE 1

CTY * SCHOOL 45 TABLE 2A PAGE 1

SECONDARY

TEST RUN VOCATIONAL PROGRAM ENROLLMENT 1971

PROGRAM CODE	TYPE REG	TYPE SPEC	9TH GRADE M	9TH GRADE F	9TH GRADE TOTAL	10TH GRADE M	10TH GRADE F	10TH GRADE TOTAL	11TH GRADE M	11TH GRADE F	11TH GRADE TOTAL	12TH GRADE M	12TH GRADE F	12TH GRADE TOTAL	UNGRADED M	UNGRADED F	UNGRADED TOTAL	TOTALS M	TOTALS F	TOTALS TOTAL
17 3244	X		992	0	992	947	0	947	924	0	924	763	0	763	362	600	962	3988	600	4588
TOTAL	1	0	992	0	992	947	0	947	924	0	924	763	0	763	362	600	962	3988	600	4588

TABLE 2A

EPD 1 TABLE 2A PAGE 1

SECONDARY

TEST RUN VOCATIONAL PROGRAM ENROLLMENT 1971

PROGRAM CODE	TYPE		9TH GRADE			10TH GRADE			11TH GRADE			12TH GRADE			UNGRADED			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1 5717	0	1	99	115	214	95	112	207	120	105	225	67	101	168	0	0	0	381	433	814
4 6310	1	0	5	12	17	10	13	23	14	20	34	16	17	33	10	6	16	55	68	123
17 3244	1	0	992	0	992	947	0	947	924	0	924	763	0	763	362	600	962	3988	600	4588
TOTAL	2	1	1096	127	1223	1052	125	1177	1058	125	1183	846	118	964	372	606	978	4424	1101	5525

STATE SUMMARY

TABLE 2A

SECONDARY	TYPE		9TH GRADE			10TH GRADE			11TH GRADE			12TH GRADE			UNGRADED			TOTALS		
	REG	SPEC	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
EPD 1	2	1	1096	127	1223	1052	125	1177	1058	125	1183	846	118	964	372	606	978	4424	1101	5525
EPD 2	2	0	113	261	374	138	371	509	89	103	192	191	1120	1311	427	581	1008	958	2436	3394
EPD 3	1	3	523	700	1223	636	639	1275	551	651	1202	597	618	1215	262	502	864	2669	3110	5779
EPD 4	2	0	109	118	227	127	136	263	150	161	311	172	175	347	195	199	394	753	789	1542
TOTAL	7	4	1841	1206	3047	1953	1271	3224	1848	1040	2888	1806	2031	3837	1356	1888	3244	8804	7436	16240

TEST RUN VOCATIONAL PROGRAM ENROLLMENT 1971

TABLE 2A

CTY 450 SCHOOL 0 TABLE 2B PAGE 1

POST-SEC.

TEST RUN EQUAL OPPORTUNITY INFORMATION 1971

PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN M	AMERICAN INDIAN F	AMERICAN INDIAN TOTAL	BLACK M	BLACK F	BLACK TOTAL	SPANISH AMERICAN M	SPANISH AMERICAN F	SPANISH AMERICAN TOTAL	ORIENTAL M	ORIENTAL F	ORIENTAL TOTAL	WHITE M	WHITE F	WHITE TOTAL	OTHER M	OTHER F	OTHER TOTAL
14 100 S	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	2ND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SPEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

POST-SEC.

TEST RUN EQUAL OPPORTUNITY INFORMATION 1971

PROGRAM CODE	GRADE LEVEL	AMERICAN INDIAN M	AMERICAN INDIAN F	AMERICAN INDIAN TOTAL	BLACK M	BLACK F	BLACK TOTAL	SPANISH AMERICAN M	SPANISH AMERICAN F	SPANISH AMERICAN TOTAL	ORIENTAL M	ORIENTAL F	ORIENTAL TOTAL	WHITE M	WHITE F	WHITE TOTAL	OTHER M	OTHER F	OTHER TOTAL
4 4200 S	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SPEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14 100 S	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	SPEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
TOTAL		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

POST-SEC.

TEST RUN EQUAL OPPORTUNITY INFORMATION 1971

AREA CODE	GRADE LEVEL	AMERICAN INDIAN M	AMERICAN INDIAN F	AMERICAN INDIAN TOTAL	BLACK M	BLACK F	BLACK TOTAL	SPANISH AMERICAN M	SPANISH AMERICAN F	SPANISH AMERICAN TOTAL	ORIENTAL M	ORIENTAL F	ORIENTAL TOTAL	WHITE M	WHITE F	WHITE TOTAL	OTHER M	OTHER F	OTHER TOTAL
4	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2ND	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SPEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	1ST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	2ND	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SPEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
TOTAL		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1

STATE SUMMARY

TABLE 2B

TEST RUN EQUAL OPPORTUNITY INFORMATION 1971

POST-SEC.	GRADE LEVEL	AMERICAN INDIAN M	AMERICAN INDIAN F	AMERICAN INDIAN TOTAL	BLACK M	BLACK F	BLACK TOTAL	SPANISH AMERICAN M	SPANISH AMERICAN F	SPANISH AMERICAN TOTAL	ORIENTAL M	ORIENTAL F	ORIENTAL TOTAL	WHITE M	WHITE F	WHITE TOTAL	OTHER M	OTHER F	OTHER TOTAL
EPD 0	ALL	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
EPD 1	ALL	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
EPD 2	ALL	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EPD 10	ALL	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1
EPD 32	ALL	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0
TOTAL		1	0	1	1	0	1	0	2	2	2	0	2	0	0	0	1	0	1

TABLE 2B

CTY 62 SCHOOL TABLE 3 PAGE 1

SECONDARY	TEST RUN VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 1971										
PROGRAM CODE	NUM OF PROGRAMS	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMP	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEG	3A ENR STUD ED DEFIC	3B SPEC INST DEFERRED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	NR NOT ADM LIMTD CAP
149800 S	1	0	1	1	1	1	1	250	1	-1537	1927
TOTAL	1	0	1	1	1	1	1	250	1	-1537	1927

TABLE 3

CTY 62 SCHOOL 4 TABLE 3 (CONT'D) PAGE 1

SECONDARY	TEST RUN VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 1971											
PROGRAM CODE	3E OFFRD NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4H AMORTIZ SCHEDULE	NUM VOC TEACHERS	NUM TCHRS NO. WK EXP	NUM TCHRS NO.TEACH X	4R MANPOWER PLAN	3H ENR DEP	ECON AREA
14 9800 S	1	0	1	1	0	1	32	0	0	1		0
TOTAL	1	0	1	1	0	1	32	0	0	1		0

TABLE 3

SECONDARY

TEST RUN VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 1971

PROGRAM CODE	NUM OF PROGRAMS	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMP	2C PERF OBJ EXIST	2D CONSUM ED SPEC	3A ENR STUD ED DEFIC	3B SPEC INSTI OFFERED	NUM STUD SPEC INSTI	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	INR NOT ADMI LIMTD CAP
49876	1	1	1	0	1	1	1	200	1	-520	480
149890	1	[illegible]	1	1	1	1	1	250	1	-1537	1927
TOTAL	2	1	2	1	2	2	2	450	2	-2057	2407

EPD 2

TABLE 3 (CONT D)

SECONDARY	TEST RUN VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 1971										
	3E OFFRO NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	NUM TCHRS NO. WK EXP	NUM TCHRS NO.TEACH X	4R .MANPOWER PLAN	3H ENR ECON DEP AREA
4 9876	1	1	0	1	0	0	36	0	0	1	0
14 9800	1	0	1	1	0	1	32	0	0	1	0
TOTAL	2	1	1	2	0	1	68	0	0	2	0

TABLE 3

STATE SUMMARY TABLE 3

SECONDARY	TEST RUN VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 1971											
	NUM OF PROGRAMS	2A JOINT VOC ACAD PLAN	2B PLAN UPDTE OCC COMP	2C PERF OBJ EXIST	2D CONSUM ED SPEC INTEGI	3A ENR STUD ED DEFIC	3B SPEC INST OFFERED	NUM STUD SPEC INST	3C ENR POT ACHIEVED	NUM TRNG VACANCIES	INR NOT ADMI IL IMTD CAP
EPD 1	3	1	2	2	1	2	0	23	2	-1705	60
EPD 2	2	1	2	1	2	2	2	459	2	-2057	2407
EPD 3	4	2	3	1	3	3	1	1581	3	-3074	625
EPD 4	2	0	2	1	0	2	1	675	2	-702	936
TOTAL	11	4	9	5	6	9	4	2726	9	-7538	4028

TABLE 3

STATE SUMMARY

TABLE 3 (CONT D)

SECONDARY	TEST RUN VOCATIONAL PROGRAM DATA FOR EVALUATION AND REPORTING 1971										
PROGRAM CODE	3E OFFRG NON-REG SCH YR	4C EXT WRK PROGRAM	4D SIM WRK PROGRAM	4F ADVISORY COMMITTEE	4G ADVIS COMM EVALS OPER	4N AMORTIZ SCHEDULE	NUM VOC TEACHERS	NUM TCHRS NO. WK EXP	NUM TCHRS NO.TEACH X	4R .MANPOWER PLAN	3H ENR ECON DEP AREA
EPD 1	1	1	3	1	2	2	43	0	0	2	0
EPD 2	2	1	1	2	0	1	68	0	0	2	0
EPD 3	2	3	3	3	2	4	80	0	0	3	0
EPD 4	0	0	0	1	1	1	45	0	0	2	0
TOTAL	5	5	7	7	5	8	236	0	0	9	0

TABLE 3

ADULT PROI

RUN VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA 1971

PROGRAM CODE	GRADE LEVEL	ENROLLMENT BEGIN TERM	ENROLLMENT END TERM	COMPLETIONS NUMB	COMPLETIONS PERC	NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	ENROLLMENT HAND	HAND	OUT-CLASS LAB COOP	WORK STDY	WORK EXP	NUMB REC INST	INCOME DATA F-MW RATE	PUBL ASSIS
17 6400	PREP	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0
TOTAL		1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0

ADULT PRO

TEST SUM VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA 1971

PROGRAM CODE	GRADE LEVEL	ENROLLMENT BEGIN TERM	ENROLLMENT END TERM	COMPLETIONS NUMB	COMPLETIONS PERC	NUMB UNKNOWN STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS NO TRAN	COST TRAN	COST INST	OTH	UNKN	ENROLLMENT DIS	ENROLLMENT HAND	ENROLLMENT DIS HAND	OUT-CLASS LAB COOP	OUT-CLASS LAB WORK STDY	OUT-CLASS LAB WORK EXP	NUMB REC REM INST	INCOME DATA -FMW RATE	INCOME DATA PUBL ASSIS
14 4111 S	PREP	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	[illegible]	0	[illegible]	0	0	0	0
	SUPP	1	[illegible]	1	[illegible]	0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	1	0	0	0	0	1	1	1	1
		1	[illegible]	1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	[illegible]	0	0	1	1	1	1
1 [illegible]41[illegible] S	PREP	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	1	[illegible]	[illegible]	[illegible]	1	1	1	0	0	1	0	0	1
	SUPP	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	0	0	0	0
		1	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	1	[illegible]	[illegible]	[illegible]	1	1	1	0	0	1	0	0	1
17 64[illegible]0	PREP	1	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	[illegible]	1	[illegible]	0	[illegible]	1	[illegible]	0	1	0	1	0	0
	SUPP	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0	0	0	0	0	0
		1	[illegible]	[illegible]	[illegible]	[illegible]	1	[illegible]	[illegible]	1	[illegible]	[illegible]	[illegible]	1	[illegible]	0	1	0	1	0	0
TOTAL		3	[illegible]	1	33	[illegible]	2	[illegible]	1	1	[illegible]	[illegible]	2	2	1	0	1	2	2	1	2

TABLE 4

ADULT PRO

TEST RUN VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA 1971

AREA CODE	GRADE LEVEL	ENROLLMENT BEGIN TERM	ENROLLMENT END TERM	COMPLETIONS NUMB	COMPLETIONS PERC	NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS NO TRAN	COST TRAN	COST INST	OTH	UNKN	DIS	ENROLLMENT HANDI	DIS HAND	OUT-CLASS COOP	WORK STDY	LAB WORK EXP	NUMB REC REM INST	INCOME DATA F-FMW RATE	PUBLI ASSIS
14	PREP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	SUPP	1	0	1	100	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1
		1	0	1	100	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1
1	PREP	1	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	1
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	0	0	0	1	0	1	0	0	0	1	1	1	0	0	1	0	0	1
17	PREP	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0
	SUPP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0
TOTAL		3	0	1	33	0	2	0	1	1	0	0	2	2	1	0	1	2	2	1	2

STATE SUMMARY — TABLE 4 — PAGE

ADULT PPO

TEST RUN VOCATIONAL STUDENT ENROLLMENT AND CHARACTERISTIC DATA 1971

	GRADE LEVEL	ENROLLMENT BEGIN TERM	ENROLLMENT END TERM	COMPLETIONS NUMB	COMPLETIONS PERC	NUMB UNKNOW STATUS	NUMB DROP OUTS	DROPOUTS BY REASONS NO TRAN	COST TRAN	COST INSTI	OTH	UNKN	DIS	ENROLLMENT HAND	ENROLLMENT HAND	OUT-CLASS COOP	LAB WORK STDY	LAB WORK EXP	NUMB REC REM INST	INCOME DATA FEW RATE	PUBL ASSIS
EPD 0	ALL	2	0	0	0	0	2	0	0	0	1	2	2	2	2	0	0	1	0	0	1
EPD 30	ALL	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1
EPD 1	ALL	1	0	0	0	0	1	0	1	1	0	0	0	1	0	1	1	0	0	0	1
EPD 0	ALL	3	0	1	33	0	2	0	1	1	0	0	2	2	1	0	1	2	2	1	2
TOTAL		7	0	1	14	0	6	0	2	2	2	2	4	6	3	1	3	3	2	1	5

EPD 3 SCHOOL 7 TABLE 5 PAGE 1

TEST RUN SCHOOL DATA FOR EVALUATION AND REPORTING 1971

SCHOOL CODE	OFFER VOC EDUC	3D DAY-EVEN PROG	3F P-VOC GROUP GUID	3G PRE-VOC ENROLL	4A IAN LG RANGE PLAN	4B PLACEMENT SERVICES EXIST	COOP	CHR	GUID	ADV	4E GEN VOC GUID	4O SPEC VOC GUID	4P GUID TOTAL	4Q PERS VOC	ED OUT-SIDE SCH	4V COMPUTE COSTS ALL S	4W FOR VOC ST	VOC PROG
5 7 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 5

TABLE 5

EPD 3

RUN SCHOOL DATA FOR EVALUATION AND REPORTING 1971

SCHOOL CODE	OFFER VOC EDUC	3D DAY-EVEN PROG	3F IP-VOC GROUP GUID	3G PRE-VOC SP GUID ENROLL	4A LGI RANGE PLAN	4B PLACEMENT SERVICES EXIST	COOP	TCHR	GUID	4E GEN VOC ADV	4O SPEC VOC CG	4P GUID TOTAL	4Q PERS VOC	ED OUT-SIDE SCH	4V COMPUTE COSTS ALL S	IVOC ST	4W FOR IVOC PROG
5 2 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 4 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 5 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 6 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5 7 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
410 1041	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10 10 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
51 74 0	0	1	0	0	1	0	0	0	0	1	1	30	12	0	1	1	1
432 354 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
410 358 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
350 352 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
346 350 0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
32 3040	1	0	1	3200	1	1	1	0	0	1	1	5	5	0	0	0	0
53 2070	0	1	0	0	1	1	1	1	1	1	1	15	15	0	1	1	1
11 1540	1	1	1	1100	0	1	0	0	0	1	1	13	9	0	0	0	0
EPD TOTAL	13	3	2	4300	3	3	2	1	1	4	4	63	41	0	2	2	2

STATE SUMMARY

TABLE 5

RUN SCHOOL DATA FOR EVALUATION AND REPORTING 1971

SCHOOL CODE	OFFER VOC EDUC	3D DAY-EVEN PROG	3F IP-VOC GROUP GUID	3G PRE-VOC GUID ENROLL	4A LAN LGI RANGE PLAN	4B PLACEMENT SERVICES EXIST	COPIT	CHRIS	GUID	4E GEN VOC ADV	4J SPEC VOC GUID	4P GUID TOTAL	4Q PERS VOC	ED OUT-SIDE SCH	4V COMPUTE COSTS ALL S	VOC STI	4W FOR VOC PROG
EPD 1	9	5	3	2130	7	8	4	3	3	8	8	58	55	0	4	8	8
EPD 2	3	2	1	1430	2	3	2	1	1	3	3	34	22	0	1	3	3
EPD 3	13	3	2	4300	3	3	2	1	1	4	4	63	41	0	2	2	2
EPD 4	3	2	1	1500	2	0	0	0	0	0	2	18	8	0	1	0	0
EPD 30	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EPD 3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	30	12	7	9360	14	14	8	5	5	15	17	173	126	0	8	13	13

TABLE 6A

SECONDARY	FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)																											
PROGRAM CODE	TOTAL POPULAT N		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +,PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 5555	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 5550	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 1000 S	75	25	75	25	0	4	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0
7 101	25	75	25	75	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
7 101 S	25	75	25	75	0	1	0	100	0	0	0	100	0	0	0	0	0	0	0	0	0	0	0	0
7 11 S	50	50	50	50	0	2	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0

EPD 1 TABLE 6A (CONT-D) PAGE 1

SECONDARY — FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC): OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER		PC ADD EDUC		PC RECOM PROGRAM	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
45555	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100	0
45550	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
41000 S	75	25	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
7 101	25	75	4	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
7 101 S	25	75	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
7 11 S	50	50	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SECONDARY	FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)																										
PROGRAM CODE	TOTAL POPULAT N		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +,PC LAST JOB IN			
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 5555	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 5550	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 1000 S	75	25	75	25	0	4	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100
7 101	25	75	25	75	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7 101 S	25	75	25	75	0	1	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0
7 11 S	50	50	50	50	0	2	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0

SECONDARY — FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC): OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER		PC ADD EDUC		PC RECOM PROGRAM	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
45555	5	5	20	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100	0
45550	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
41000 S	75	25	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
7 101	25	75	4	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
7 101 S	25	75	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
7 11 S	50	50	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EPD 1 SCHOOL 10

TABLE 6B

SECONDARY	FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)											
PROGRAM CODE	TOTAL POPULATION	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
4 5555	10	10	10	100	0	100	0	0	100	0	0	0
4 5550	10	10	10	100	0	100	0	0	100	0	0	0
4 1000 S	100	100	1	100	0	0	100	0	0	0	0	100
7 101	100	100	1	100	0	0	0	0	0	0	0	0
7 101 S	100	100	1	100	0	100	0	0	0	100	0	0
7 11 S	10	10	10	100	0	100	0	0	0	100	0	0

EPD 1 TABLE 6B (CONT-D) PAGE 1

SECONDARY	FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)											
				REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)								
PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DIDN T SEEK F-T	OTH SCH	HOUSWIFE	HANDICAP	NOT INT	MIL SERV	PARTTIME	OTHER	PC ADD EDUC	PC RECOM PROGRAM
4 5555	10	10	0	0	0	0	0	0	0	0	100	100
4 5550	10	10	0	0	0	0	0	0	0	0	0	100
4 1000 S	100	1	0	0	0	0	0	0	0	0	0	100
7 101	100	1	100	0	0	0	0	0	0	0	0	100
7 101 S	100	1	0	0	0	0	0	0	0	0	100	0
7 11 S	100	1	0	0	0	0	0	0	0	0	0	0

TABLE 6B

SECONDARY — FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULAT N	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
4 5555	10	10	10	100	0	100	0	0	100	0	0	0
4 5550	10	10	10	100	0	100	0	0	100	0	0	0
4 1000 S	100	100	1	100	0	0	100	0	0	0	0	100
7 101	100	100	1	100	0	0	0	0	0	0	0	0
7 101 S	100	100	1	100	0	100	0	0	0	100	0	0
7 11 S	10	10	10	100	0	100	0	0	0	100	0	0

SECONDARY — FOLLOW UP SURVEY, COMPLETIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DIDN T SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTH SCH	HOUSWIFE	HANDICAP	NOT INT	MIL SERV	PARTTIME	OTHER		
4 5555	10	10	0	0	0	0	0	0	0	0	100	100
4 5550	10	10	0	0	0	0	0	0	0	0	0	100
4 1000 S	100	1	0	0	0	0	0	0	0	0	0	100
7 101	100	1	100	0	0	0	0	0	0	0	0	100
7 101 S	100	1	0	0	0	0	0	0	0	0	100	0
7 11 S	100	1	0	0	0	0	0	0	0	0	0	0

EPD 1 SCHOOL 10 TABLE 7A PAGE 1

SECONDARY	FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)																											
PROGRAM CODE	TOTAL POPULAT N		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +,PC LAST JOB IN					
									NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 5555	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 5550	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 1000 S	75	25	75	25	0	4	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100
7 101	25	75	25	75	4	0	100	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7 101 S	25	75	25	75	0	1	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0
7 11 S	50	50	50	50	0	2	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0

EPD 1 SCHOOL 10 TABLE 7A (CONT-D) PAGE 1

SECONDARY — FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC): OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER		PC ADD EDUC		PC RECOM PROGRAM	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
45555	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100	0
45550	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
41000 S	75	25	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
7 101	25	75	4	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
7 101 S	25	75	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
7 11 S	50	50	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

EPD 1 TABLE 7A PAGE 1

SECONDARY	FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)																											
									PC WHO SOUGHT FULL-TIME EMPL, HELD								ONLY 1 JOB, PC IN				2 +,PC LAST JOB IN			
PROGRAM CODE	TOTAL POPULAT N		NUMB IN SAMPLE		PC FORMS RETURNED		PC SEEK F-T EMPL		NO JOB		ONE JOB		TWO JOBS		THREE +		TRN OCC		REL OCC		TRN OCC		REL OCC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
4 5555	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 5550	5	5	5	5	20	0	100	0	0	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0
4 1000 S	75	25	75	25	0	4	0	100	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0
7 101	25	75	25	75	4	0	100	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
7 101 S	25	75	25	75	0	1	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0
7 11 S	50	50	50	50	0	2	0	100	0	0	0	100	0	0	0	0	0	0	0	100	0	0	0	0

TABLE 7A

EPD 1 TABLE 7A (CONT-D) PAGE 1

SECONDARY — FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE		PC FORMS RETURNED		P DID NOT SEEK F-T		REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC): OTHER SCH		HOUSEWIFE		HANDICAP		NOT INT		MIL SERV		PART-TIME		OTHER		PC ADD EDUC		PC RECOM PROGRAM	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
45555	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100	0
45550	5	5	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
41000 S	75	25	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
7 101	25	75	4	0	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0
7 101 S	25	75	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	0
7 11 S	50	50	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

SECONDARY — FOLLCW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTAL POPULAT N	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
4 5555	10	10	10	100	0	100	0	0	100	0	0	0
4 5550	10	10	10	100	0	100	0	0	100	0	0	0
4 1000 S	100	100	1	100	0	0	100	0	0	0	0	100
7 101	100	100	1	0	0	0	0	0	0	0	0	0
7 101 S	100	100	1	100	0	100	0	0	0	100	0	0
7 11 S	100	100	1	100	0	100	0	0	0	100	0	0

EPD 1 SCHOOL 10 TABLE 7B (CONT-D) PAGE 1

SECONDARY FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DIDN T SEEK F-T	REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)							PC ADD EDUC	PC RECOM PROGRAM
				OTH SCH	HOUSWIFE	HANDICAP	NOT INT	MIL SERV	PARTTIME	OTHER		
4 5555	10	10	0	0	0	0	0	0	0	0	100	100
4 5550	10	10	0	0	0	0	0	0	0	0	0	100
4 1000 S	100	1	0	0	0	0	0	0	0	0	0	100
7 101	100	1	100	0	0	0	0	0	0	0	0	100
7 101 S	100	1	0	0	0	0	0	0	0	0	100	0
7 11 S	100	1	0	0	0	0	0	0	0	0	0	0

SECONDARY

FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)

PROGRAM CODE	TOTLA POPULAT N	NUMB IN SAMPLE	PC FORMS RETURNED	PC SEEK F-T EMPL	PC WHO SOUGHT FULL-TIME EMPL, HELD				ONLY 1 JOB, PC IN		2 +,PC LAST JOB IN	
					NO JOB	ONE JOB	TWO JOBS	THREE +	TRN OCC	REL OCC	TRN OCC	REL OCC
4 5555	10	10	10	100	0	100	0	0	100	0	0	0
4 5550	10	10	10	100	0	100	0	0	100	0	0	0
4 1000 S	100	100	1	100	0	0	100	0	0	0	0	100
7 101	100	100	1	0	0	0	0	0	0	0	0	0
7 101 S	100	100	1	100	0	100	0	0	0	100	0	0
7 11 S	100	100	1	100	0	100	0	0	0	100	0	0

EPD 1 TABLE 7B (CONT-D) PAGE 1

SECONDARY	FOLLOW UP SURVEY, TERMINATIONS (DESCRIBE SAMPLE)											
				REASONS FOR NOT SEEKING FULL-TIME EMPLOYMENT (IN PC)								
PROGRAM CODE	NUMB IN SAMPLE	PC FORMS RETURNED	P DIDN T SEEK F-T	OTH SCH	HOUSWIFE	HANDICAP	NOT INT	MIL SERV	PARTTIME	OTHER	PC ADD EDUC	PC RECOM PROGRAM
4 5555	10	10	0	0	0	0	0	0	0	0	100	100
4 5550	10	10	0	0	0	0	0	0	0	0	0	100
4 1000 S	100	1	0	0	0	0	0	0	0	0	0	100
7 101	100	1	100	0	0	0	0	0	0	0	0	100
7 101 S	100	1	0	0	0	0	0	0	0	0	100	0
7 11 S	100	1	0	0	0	0	0	0	0	0	0	0

APPENDIX E

STUDENT ROSTER

CENTRAL AREA HIGH SCHOOL
VOCATIONAL STUDENT ENROLLMENT BY VOC PROGRAM
****
STATE DIVISION OF OCCUPATIONAL EDUCATION-1972

VOCATIONAL PROGRAM
4. 551-1
SECONDARY

SCHOOL CODE				
CTY	EPD	FT	ST	BLD. NO.
30	4	1	1	100

STUDENT NAME		SOC. SEC. NO.	GRADE	SEX	AGE	TEACHER NAME
ALBERTA	JK	156402182	10TH	FEMALE	15	KANE
ALISTER	AD	156402263	10TH	MALE	15	KANE
ANDREWS	CN	150214862	10TH	MALE	15	KANE
BANDON	D	345792184	10TH	FEMALE	16	KANE
BEHAGEN	CH	188484572	10TH	FEMALE	17	KANE
CALHON	NA	121629381	11TH	MALE	17	KANE
CHARLES	R	421206821	11TH	FEMALE	17	KANE
CHETLEY	S	281204651	11TH	FEMALE	18	KANE
CHUMLEY	CJ	138357921	11TH	FEMALE	18	KANE
DABBLE	JB	277166542	11TH	FEMALE	18	KANE
DELBERT	DR	363614598	11TH	FEMALE	18	KANE
DEWARD	EC	181525731	11TH	FEMALE	18	KANE
DEWERD	FJ	144216223	11TH	MALE	18	KANE
FALHURST	D	224465445	12TH	FEMALE	18	KANE
FELONE	BL	159502113	12TH	FEMALE	18	KANE
FIAT	IL	126201267	12TH	FEMALE	18	KANE
FLATS	DN	213139509	12TH	FEMALE	19	KANE
FLEMBOW	NR	231962129	12TH	MALE	19	KANE
GRATA	HA	143653016	12TH	MALE	19	KANE
KNOLL	RO	176210017	SPEC	FEMALE	20	SLATEN
LAMBERT	HL	375462093	SPEC	MALE	20	SLATEN
LAWSON	LW	169372672	SPEC	MALE	20	SLATEN
MANSON	LA	129431794	SPEC	MALE	20	SLATEN
MENDEL	SA	112523237	SPEC	MALE	20	SLATEN
MONDLOP	YU	211941973	SPEC	FEMALE	20	SLATEN

NUMBER OF STUDENTS IN PROGRAM 25

SCHOOL PAGE NUMBER 1

STUDENT ROSTER

☆ U.S. GOVERNMENT PRINTING OFFICE 1972—755-745/4

APPENDIX F

PACKET OF EVALUATION INSTRUMENTS

As Used In The

STATEWIDE EVALUATION SYSTEM
FOR VOCATIONAL-TECHNICAL EDUCATION

DF-6

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

INITIAL FOLLOW-UP SURVEY OF FORMER VOCATIONAL STUDENTS

Student and Vocational Program Identification

Your Social Security Number ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Is Your Name and Address Correct as Printed Above?
If not, please print the corrected information below:

New Name _______________________________ ___ ___
Last Name — First and Middle Initial

New Address _______________________________
Number and Street or Rural Route

_______________ _______ _______
City, Town, or Post Office — State (abbreviated) — Zip Code

(DF-6 Revised 1971)

DIRECTIONS:

WHEN ASKED TO "CHECK" A BOX, PLEASE USE AN "X" TYPE MARK.

WHENEVER THE WORDS **THIS VOCATIONAL PROGRAM** APPEAR, THEY REFER TO THE VOCATIONAL PROGRAM PRINTED ON THE IDENTIFICATION LABEL ABOVE.

---

1. Since you left this vocational program, did you seek **full-time** employment? (30 or more hours per week)

49 ☐ Yes ☐ No

2. If you did not seek **full-time** employment when you left this vocational program, indicate the reason.

Check only one box

50
1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a job
5 ☐ Expected to enter the military service
6 ☐ Only wanted to work part-time (less than 30 hours per week)
7 ☐ Other (specify) ________________

3. Did you seek **part-time** employment (less than 30 hours per week) when you left this vocational program?

51 ☐ Yes ☐ No

4. If you sought **part-time** employment, instead of full-time employment, when you left this vocational program, indicate the reason.

Check only one box

52
1 ☐ Expected to enter another school
2 ☐ Housewife or about to be married
3 ☐ Physical or other handicap
4 ☐ Not interested in a full-time job
5 ☐ Expected to enter the military service
6 ☐ Unable to find a full-time job
7 ☐ Other (specify) ________________

5. How many **full-time** jobs (30 or more hours per week) have you held since you left this vocational program?

53
1 ☐ **None**
2 ☐ 1 full-time job
3 ☐ 2 full-time jobs
4 ☐ 3 to 5 full-time jobs
5 ☐ 6 or more full-time jobs

NOTE: If your answer to question 5 was NONE, skip to question 16.

6. If you got a **full-time** job when you left this vocational program:

What was your job? _____

54 For State Use Only

7. How closely did your **first full-time** job (30 or more hours per week) after leaving this vocational program relate to the training you received?

60 Check only one box

1 ☐ I was employed in the occupation for which I was trained by this vocational program
2 ☐ I was employed in a related occupation
3 ☐ I was employed in a completely different occupation

8. Did this vocational training program adequately prepare you for your **first full-time** job after leaving this training?

☐ Yes ☐ No

9. What was your **beginning hourly wage** on your **first full-time** job since leaving this vocational program?

62 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

10. How did you get your **first full-time** job after leaving this vocational training?

Check appropriate box or boxes below

☐ I got the job myself
☐ My family or friends helped me get the job
☐ The job placement services provided by the school helped me get the job
☐ The state employment service helped me get the job
☐ A private employment agency helped me get the job
☐ Other (specify) _____

11. What is the **most** you have earned on a **full-time** job since leaving this program?

69 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour

12. If you have held two or more full-time jobs (30 or more hours per week) since you ended this vocational training, check one box below.

70

1 ☐ I was trained in school for my **last** job
2 ☐ My **last** job was related to this vocational training
3 ☐ My **last** job was not at all related to this vocational training

13. Indicate below the **location** of your present or most recent **full-time** employment.

_____
Village, Town, City

_____
County

_____
State

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14. If you are presently working, what is your job?

_____

29 For State Use Only

15. What **wages** are you presently earning?

35 Check only one box

1 ☐ $1.59 or less per hour
2 ☐ $1.60 to $1.99 per hour
3 ☐ $2.00 to $2.49 per hour
4 ☐ $2.50 to $2.99 per hour
5 ☐ $3.00 to $3.99 per hour
6 ☐ $4.00 or more per hour
7 ☐ I am unemployed

16. What is your **current employment status?**

Check the appropriate box or boxes below

☐ I am employed
  ☐ **full-time** (30 or more hours per week)
  ☐ **part-time** (less than 30 hours per week)
☐ I am **unemployed,**
  ☐ **but looking** for work
  ☐ and **not looking** for work
☐ I am in the **military service**

42

1971

17. As best you know, what type(s) of **job placement service(s)** were provided by the school and the vocational program in which you were enrolled?

43
- ☐ A school placement service coordinated with the State Employment Service
- ☐ Vocational Teachers helped place students in jobs by making referrals
- ☐ Guidance Counselors helped students find jobs
- ☐ Other (specify) _____
- ☐ School had no placement services

18. After you got your **first** job (full-time or part-time) following this vocational training, have you ever again used any of the **job placement services** provided by the school or this vocational program?

☐ Yes ☐ No

If yes, check the service(s) you have used since getting your first job

- ☐ Coordinated service provided by school and state employment service
- 50 ☐ Vocational teacher assistance
- ☐ Guidance counselor assistance
- ☐ Other (specify) _____

19. How many separate vocational courses did you take while enrolled in this vocational program?

___ Courses
53

20. Did you enroll in this vocational program with the specific purpose in mind of getting skill training in order to get a job in this field.

☐ Yes ☐ No

21. Were you **satisfied** with the vocational training you received in this program?

☐ Yes ☐ No

22. Would you **recommend** this vocational program to others?

☐ Yes ☐ No

23. Since you left this vocational program, have you enrolled in any **additional education** program(s)?

58 ☐ Yes ☐ No

(CONTINUED NEXT COLUMN)

23. Continued.

If yes, check type(s) and purpose(s) below:

59 ☐ **General education program(s)**

- ☐ To raise my general education level
- ☐ Informal, noncredit course(s)

☐ **Vocational program(s)**

- ☐ To upgrade the vocational skills previously learned in this program
- ☐ To learn a new occupation

What type(s) of vocational training program(s) did you attend?

- ☐ Private school(s)
- ☐ Public school(s)
- 67 ☐ Business or Industry

24. If you did enroll for additional education after leaving this vocational program, have you received (or do you expect to receive) one or more of the following:

☐ Yes ☐ No

If yes, check type(s)

- ☐ A certificate (type) _____
- 70 ☐ A diploma (type) _____
- ☐ A 2-year associate degree (major) _____
- ☐ A 4-year college degree (major) _____
- ☐ Other (specify) _____

25. Are you **now** enrolled in a **vocational** program?

☐ Yes ☐ No

26. Are you **now** enrolled in any **educational** program(s) other than vocational?

☐ Yes ☐ No

27. Are you interested in getting **more vocational** training?

☐ Yes ☐ No.

28. Are you interested in getting **more general** education?

77 ☐ Yes ☐ No

29. If you are interested in getting **more training** of **any kind**, indicate the type you are interested in:

_____

Continued on Next Page

29 For State Use Only

Your ideas and reactions in response to these questions would be appreciated.

Your comments will be kept strictly confidential.

30. What specific things about this vocational program have you found to be the most useful to you in your present job?

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31. What specific things about this vocational program have you found to be the least useful to you in your present job?

For State Use Only 40

32. Based on your experiences, what suggestions do you have for improving this vocational program?

For State Use Only 44

DF-3

SECONDARY AND POST-SECONDARY LEVEL INSTRUCTIONAL PROGRAM DATA

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ___ ___ ___ ___
school code

Date ___ ___ ___
month day year

School Name _____ Teacher Completing This Form _____

School District _____ Position _____

Instructional Program Title _____
(What do you call this program?)

Vocational Program Area _____ ___ ___
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

1. Level of training: (check **one** only)

26 [1] ☐ **Secondary**
[2] ☐ **Post-Secondary**

2. Type of program:

[1] ☐ **Regular** vocational program
[2] ☐ **Special needs** program

Only if this is a special needs program, check one or more items below to indicate persons served by this program.

a. ☐ Handicapped:
- ☐ Physically handicapped
- ☐ Mentally retarded
- ☐ Emotionally disturbed
- ☐ Other (specify) _____

b. ☐ Disadvantaged:
- ☐ Socio-Economically
- ☐ Culturally
- ☐ Educationally
- ☐ Other (specify) _____

3. Is this an MDTA training program?

☐ Yes ☐ No

4. Is this an apprentice training program?

☐ Yes ☐ No

5. Is this instructional program specially funded as a pilot, demonstration, or exemplary program?

40 ☐ Yes ☐ No

6. Is this instructional program composed of a series of **separate** specialized courses?

☐ Yes ☐ No

7. How many separate courses must a student take to complete this instructional program?

___ Courses

8. If this instructional program is offered on a continuing basis, how is it expected to be offered this year? (check **one** only)

44
[1] ☐ Once each year
[2] ☐ Each semester
[3] ☐ Each trimester
[4] ☐ Quarterly
[5] ☐ Using instructional modules permitting students to enter at frequent intervals.
[6] ☐ Other (specify) _____

[7] ☐ This program is **not** offered on a continuing basis

9. How many times will this instructional program be offered during this year (Sept.-August)?

___ Times
45

10. This instructional program is offered:

[1] ☐ Day only
[2] ☐ Night only
[3] ☐ Both day and night

(DF-3 Revised 1971)

11. Does this instructional program operate at times other than during the regular school year (Sept.-June)?

48 ☐ Yes ☐ No

12. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

____ Number of **weeks**

13. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

____ Clock hours

14. This instructional program was initiated in this school: (check one)

56
1 ☐ This year
2 ☐ Last year
3 ☐ Two or more years ago

15. Does this instructional program provide students with out-of-class **laboratory experience?**

☐ Yes ☐ No

If yes, note type(s)

☐ Cooperative work experience (Co-op Part B)

☐ Cooperative work experience (Co-op Part G)

☐ Vocational work-study

61 ☐ Vocational work experience

16. If answer to item 15 was yes, then how many employers are currently associated with this instructional program in providing work-training stations?

____ Employers

____ Training stations

17. Does this instructional program provide students with **simulated** work experiences in the **classroom setting?**

☐ Yes ☐ No

18. Are there specified **course prerequisites** for **admission** to this instructional program?

68 ☐ Yes ☐ No

19. Are there **grade** level requirements for **admission** to this instructional program?

☐ Yes ☐ No

(specify)

____ Grade Level
70

20. Are there **age** requirements for **admission** to this instructional program?

☐ Yes ☐ No

(specify)

____ Years Old

21. Are there specified student **achievement** levels required for **admission** to this instructional program?

☐ Yes ☐ No

If yes, note type(s)

☐ Special test

☐ Grade point average

78 ☐ Other (specify)_____

22. Are there specified student **achievement** levels required **to remain** in this instructional program?

26 ☐ Yes ☐ No

If yes, note type(s)

☐ Competency test

☐ Grade point average

☐ Other (specify)_____

23. Is **specialized remedial** instruction made available to vocational students in this program who have general educational deficiencies?

☐ Yes ☐ No

24. Does this program have a **structured placement service** available to vocational students?

☐ Yes ☐ No

If yes, indicate the type(s) of structured placement services provided by the school which this program uses:

☐ Cooperative program between school and state employment service

☐ Vocational teacher referral

☐ Guidance counselor assistance

☐ Other (specify)_____

25. Indicate the total number of dropouts and completions from this instructional program last year who were placed in jobs by the placement services listed in Item 24.

____ Males
36 ____ Females
____ Total

26. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

- ☐ Developed or adapted by local staff
- ☐ Standard state curriculum guide
- ☐ Commercially prepared materials
- ☐ Borrowed from similar program
- ☐ Developed by special agency or association (specify)_____
- 53 ☐ Other (specify)_____

27. Indicate the year in which the **last analysis** was done to determine the occupational competencies that need to be taught.

- 1 ☐ This year
- 2 ☐ Last year
- 3 ☐ Two years ago
- 4 ☐ More than two years ago
- 5 ☐ Unknown

28. Based on this analysis have **written** student **performance objectives** been developed for this instructional program?

☐ Yes ☐ No

29. Indicate the year in which the **next analysis** will be done to update the occupational competencies that need to be taught.

- 1 ☐ This year
- 2 ☐ Next year
- 3 ☐ Within the next two years
- 4 ☐ More than two years from now
- 5 ☐ Unknown

30. Do the **vocational** program and **general education** staffs **jointly** organize their curriculum offerings for students in this instructional program?

57 ☐ Yes ☐ No

31. Indicate the year in which manpower data was **last secured** to determine the extent of potential employment opportunities available to program terminees.

58
- 1 ☐ This year
- 2 ☐ Last year
- 3 ☐ Two years ago
- 4 ☐ More than two years ago
- 5 ☐ Unknown

32. Indicate when it is planned to **next secure** manpower information to revise estimates of potential employment opportunities for program terminees.

- 1 ☐ This year
- 2 ☐ Next year
- 3 ☐ Within the next two years
- 4 ☐ More than two years from now
- 5 ☐ Unknown

33. Does this instructional program have an advisory committee?

☐ Yes ☐ No

If yes, what is the composition of your advisory committee for this instructional program? (check the appropriate boxes)

61
- ☐ Business-industry representatives
- ☐ Labor union representatives
- ☐ Parents and/or students
- ☐ School personnel
- ☐ Other (specify)_____

34. Does this instructional program actively use an advisory committee in **evaluating** certain phases of its operation?

☐ Yes ☐ No

35. Indicate the number of times this program's advisory committee met last year.

____ Times

36. Are the replacement schedules to cover all major equipment used in this instructional program?

☐ Yes ☐ No

37. Is **consumer educat**
instructional progra

70 ☐ Yes

If yes, note how
- ☐ Integrated i
- ☐ Offered as a

38. Are there any **spe**
in this instructiona

☐ Yes

If yes, check one
types of involvem

Type(s) of Progr
- ☐ **Department**
- ☐ **U.S. Office o**
- ☐ **Other (spec**

Type(s) of Involv
- ☐ Provided fu
- ☐ Provided eq
- ☐ Provided re
- 80 ☐ Other (spec

39. Are there any **sta**
or **local** level agen
program?

26 ☐ Yes

If yes, check one o
types of involveme

Type(s) of Agen
- ☐ Business an
- ☐ Department
- ☐ Interest Gro
- ☐ Interest Gro
- ☐ State Depar (other than
- ☐ Union or Em
- ☐ Vocational R
- ☐ Welfare Dep
- 35 ☐ Other (spec

ich manpower data was **last**
e extent of potential employ-
iable to program terminees.

ago

ed to **next secure** manpower
timates of potential employ-
rogram terminees.

ears
rom now

program have an advisory

No

omposition of your advisory
structional program?
priate boxes)
representatives
sentatives
udents

rogram actively use an ad-
luating certain phases of

ies this program's advisory

edules to cover all major
nstructional program?

37. Is **consumer education** provided as a part of this instructional program?

70 ☐ Yes ☐ No

If yes, note how

☐ Integrated in regular course work

☐ Offered as a special course

38. Are there any **special federal** programs **involved** in this instructional program?

☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and types of involvement.

Type(s) of Program

☐ Department of Labor

☐ U.S. Office of Education

☐ Other (specify)_____

Type(s) of Involvement

☐ Provided funds

☐ Provided equipment

☐ Provided resource material and supplies

80 ☐ Other (specify)_____

39. Are there any **state** (other than Vocational Division) or **local** level agencies **involved** in this instructional program?

26 ☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and types of involvement.

Type(s) of Agency

☐ Business and Industry

☐ Department of Corrections

☐ Interest Group for Disadvantaged

☐ Interest Group for Handicapped

☐ State Department of Education (other than Vocational Division)

☐ Union or Employee Group

☐ Vocational Rehabilitation

☐ Welfare Department

35 ☐ Other (specify)_____

39. Continued.

Type(s) of Involvement

36 ☐ Provided funds

☐ Provided equipment

☐ Provided resource materials and supplies

☐ Other (specify)_____

40. Estimate the average out-of-pocket cost to students in this instructional program.

$ _____ .00 Average out-of-pocket cost per student
40

41. Indicate the number of educationally disadvantaged persons among those enrolled in this instructional program.

____ Number of disadvantaged

42. Indicate the number of physically and mentally handicapped persons among those enrolled in this instructional program.

____ Number of handicapped

43. Indicate the number of vocational students identified as having general educational deficiencies which could be barriers to a successful program completion or job placement.

____ Students
50

44. Indicate the number of vocational students actually receiving some form of remedial instruction to correct these educational deficiencies.

____ Students

45. Are there any **vocational** students from nonprofit private schools enrolled in this instructional program?

☐ Yes ☐ No

____ Number of Students

46. Indicate the number of vocational teachers assigned to this program who are on a:

62 ____ Full-time basis

____ Part-time basis

47. How many of these vocational teachers require additional work experience or teacher education courses to complete state certification requirements?

____ Need work experience

____ Need teacher education
69

SECONDARY LEVEL FACILITY UTILIZATION AND ENROLLMENT DATA

48-S. POTENTIAL VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

What is the Potential Enrollment of this Instructional Program for each grade level (Student Capacity Times the Number of Sections)	
9th	26
10th	29
11th	32
12th	35
Special Class or Ungraded	38

49-S. STUDENTS DENIED TRAINING:

Indicate the number of students denied training in this instructional program this year and check the appropriate reasons.		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
9th	41	☐	☐	☐	☐	☐
10th	49	☐	☐	☐	☐	☐
11th	57	☐	☐	☐	☐	☐
12th	65	☐	☐	☐	☐	☐
Special Class or Ungraded	73	☐	☐	☐	☐	☐

50-S. VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

In the table below indicate the vocational instructional program enrollment (unduplicated count). This enrollment is composed of students pursuing the stated vocational objectives of this program.

GRADE LEVEL	VOCATIONAL PROGRAM ENROLLMENT	
	MALES	FEMALES
9th	26	
10th	32	
11th	38	
12th	44	
Special Class or Ungraded	50	

51-S. PROGRAM ELECTIVE ENROLLMENT:

Indicate the total elective enrollment in this vocational instructional program (unduplicated count). This includes all other students who are enrolled in this program but not pursuing the vocational objectives of this program.

____ Students
56

Continued on Next Page

☐ For State Use Only

POST-SE

48-P. POTENTIAL VOCAT

49-P. STUDENTS DENIED

Indicate the numbe in this instructional the appropriate reas
1st Year
2nd Year
Special Class or Ungraded

50-P. VOCATIONAL INST

In the table below ment is composed

51-P. PROGRAM ELECTIV

Indicate the tota cludes all other program.

56

ENT DATA

Other (Specify)
☐
☐
☐
☐
☐

ated count). This enroll-
ram.

licated count). This in-
tional objectives of this

☐ For State Use Only

1971

POST-SECONDARY LEVEL FACILITY UTILIZATION AND ENROLLMENT DATA

48-P. POTENTIAL VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

What is the Potential Enrollment of this Instructional Program for each grade level (Student Capacity Times the Number of Sections)	
1st Year	26
2nd Year	29
Special Class or Ungraded	32

49-P. STUDENTS DENIED TRAINING:

Indicate the number of students denied training in this instructional program this year and check the appropriate reasons.		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)
1st Year	41	☐	☐	☐	☐	☐
2nd Year	49	☐	☐	☐	☐	☐
Special Class or Ungraded	57	☐	☐	☐	☐	☐

50-P. VOCATIONAL INSTRUCTIONAL PROGRAM ENROLLMENT:

In the table below indicate the vocational instructional program enrollment (unduplicated count). This enrollment is composed of students pursuing the stated vocational objectives of this program.

GRADE LEVEL	VOCATIONAL PROGRAM ENROLLMENT	
	MALES	FEMALES
1st Year	26	
2nd Year	32	
Special Class or Ungraded	38	

51-P. PROGRAM ELECTIVE ENROLLMENT:

Indicate the total elective enrollment in this vocational instructional program (unduplicated count). This includes all other students who are enrolled in this program but not pursuing the vocational objectives of this program.

56 Students

☐ For State Use Only

(DF-3 Revised 1971)

DF-1

VOCATIONAL PROGRAM STATUS REPORT

Name of School_____

Type of School: Public ☐ Private ☐

Name of Person Completin

School District_____

Position_____

Vocational Programs:

1. How many vocational instructional programs are currently offered by this school? ____ 20

2. List below all existing vocational instructional programs and those in the the process of becoming c

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS	
What do you call this program? NOTE: If a program is taught at more than one program level, that entry should be listed separately for each level.		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state?	
				Yes	No
_____	__ . ____ 23	1 ☐	2 ☐	1 ☐	2 ☐
_____	__ . ____ 32	☐	☐	☐	☐
_____	__ . ____ 41	☐	☐	☐	☐
_____	__ . ____ 50	☐	☐	☐	☐
_____	__ . ____ 59	☐	☐	☐	☐
_____	__ . ____ 68	☐	☐	☐	☐

VOCATIONAL PROGRAM STATUS REPORT

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ___ ___ ___ ___
school code

School: Public ☐ Private ☐

Name of Person Completing This Form _____

Position _____

Date ___ ___ ___
mo. day year

(DF-1 Revised 1971)

instructional programs are currently offered by this school? ___ 20

vocational instructional programs and those in the the process of becoming operational.

OGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
his program? aught at more than ntry should be listed		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult: Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (a) and (b) (c)
	23 .	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	32 .	☐	☐	☐	☐	☐	☐	☐	☐	☐
	41 .	☐	☐	☐	☐	☐	☐	☐	☐	☐
	50 .	☐	☐	☐	☐	☐	☐	☐	☐	☐
	59 .	☐	☐	☐	☐	☐	☐	☐	☐	☐
	68 .	☐	☐	☐	☐	☐	☐	☐	☐	☐

2. Continued. Vocational Program Inventory Page 2 of ___

List below all existing vocational instructional programs and those in the process of becoming operational.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		(Check o
What do you call this program? NOTE: If a program is taught at more than one program level, that entry should be listed separately for each level.		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state?		(1) Secondary
				Yes	No	
_____	___.___ 23	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐
_____	___.___ 32	☐	☐	☐	☐	☐
_____	___.___ 41	☐	☐	☐	☐	☐
_____	___.___ 50	☐	☐	☐	☐	☐
_____	___.___ 59	☐	☐	☐	☐	☐
_____	___.___ 68	☐	☐	☐	☐	☐
_____	___.___ 23	☐	☐	☐	☐	☐
_____	___.___ 32	☐	☐	☐	☐	☐
_____	___.___ 41	☐	☐	☐	☐	☐

☐ Check if **Item 2** is **continued** on a **supplement page.**

gram Inventory Page 2 of ___

g vocational instructional programs and those in the process of becoming operational.

RAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
program? ght at more than y should be listed		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult: Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (a) and (b) (c)
	23	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
	32	☐	☐	☐	☐	☐	☐	☐	☐	☐
	41	☐	☐	☐	☐	☐	☐	☐	☐	☐
	50	☐	☐	☐	☐	☐	☐	☐	☐	☐
	59	☐	☐	☐	☐	☐	☐	☐	☐	☐
	68	☐	☐	☐	☐	☐	☐	☐	☐	☐
	23	☐	☐	☐	☐	☐	☐	☐	☐	☐
	32	☐	☐	☐	☐	☐	☐	☐	☐	☐
	41	☐	☐	☐	☐	☐	☐	☐	☐	☐

165

ed on a supplement page.

1971

3. Are there vocational instructional programs which were planned to be in operation at this time but are not yet in operation? 20 ☐ Yes ☐ No
If YES, complete the table below

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)	Date Program is Expected to be in Operation:
_____	__.____ 21	☐	☐	☐	☐	☐ _____	(Anticipated Date) __ __ (month/year)
_____	__.____ 16	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____ 51	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____ 66	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____ 21	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____ 36	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____ 51	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____ 66	☐	☐	☐	☐	☐ _____	__ __ (month/year)

☐ Check if **Item 3** is **continued** on a **supplement page.**

VOCATIONAL PERSONNEL NEEDS:

4. Indicate below your presently existing and anticipated **administrative** and **ancillary services staff** vacancies for all vocational programs.

20 ☐ No **Existing** Vacancies 21 ☐ No **Anticipated** Vacancies

POSITIONS	EXISTING VACANCIES NUMBER OF PERSONS NEEDED	ANTICIPATED VACANCIES NUMBER OF PERSONS NEEDED
a. Director	22 a. ___	27 a. ___
b. Supervisor	b. ___	b. ___
c. Vocational Guidance Director or Counselor	c. ___	c. ___
d. Curriculum Specialist	d. ___	d. ___
e. Other (specify)_____	e. ___	e. ___

5. Indicate your presently existing and anticipated **vocational program staff** vacancies.

32 ☐ No **Existing** Vacancies 33 ☐ No **Anticipated** Vacancies

If both of these boxes are checked NO, do not complete the table below.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS	EXISTING VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)			ANTICIPATED VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)		
What Do You Call This Program?		(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
_____	___ . ___ 34	1 ☐ In Operation 2 ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____
_____	___ . ___ 47	☐ In Operation ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____
_____	___ . ___ 60	☐ In Operation ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____
_____	___ . ___ 20	☐ In Operation ☐ Not Yet in Operation	___	___	___ _____	___	___	___ _____

☐ Check if **Item 5** is **continued** on a **supplement page.** **Note: Attach Supplement Pages to This Form.**

DF-1—Supplement A

Name of School _____

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

school code

2. Continued. Vocational Program Inventory Page ___ of ___

List below all existing vocational instructional programs and those in the process of becoming operational.

(DF-1 Revised 1971)

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS (Check One)		FUNDING STATUS		PROGRAM LEVEL (Check one only for each instructional program)				
What do you call this program? NOTE: If a program is taught at more than one program level, that entry should be listed separately for each level.		(1) This program was in operation last year (ongoing or continuing).	(2) This is a new program this year.	Has this program been approved to receive funds from the state? Yes	No	(1) Secondary	(2) Post-Secondary	(3) Adult: Preparatory (initial or entry training) (a)	Supplementary (up-grading or in-service training) (b)	Combination (a) and (b) (c)
_____	__.____	1 ☐	2 ☐	1 ☐	2 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐
_____	__.____	☐	☐	☐	☐	☐	☐	☐	☐	☐

DF-1—Supplement B

Name of School _____

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

school code

3. Continued. Programs not Operational Page ___ of ___

(DF-1 Revised 1971)

Indicate the schools new vocational instructional programs which are not yet operational.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)					
What do you call this program?		Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)	Date Program is Expected to be in Operation:
							(Anticipated Date)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)
_____	__.____	☐	☐	☐	☐	☐ _____	__ __ (month/year)

DF-1—Supplement C

Name of School _____

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

school code

5. Continued. Vocational Personnel Needs Page __ of __

Indicate your presently existing and anticipated **vocational program staff** vacancies.

(DF-1 Revised 1971)

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	PROGRAM STATUS	EXISTING VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)			ANTICIPATED VACANCIES NUMBER OF PERSONS NEEDED (Place the number needed in the appropriate column)		
What Do You Call This Program?		(Check One)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)	Teacher	Cooperative Work-Experience Coordinator	Other (Specify)
	__.____	1 ☐ In Operation 2 ☐ Not Yet in Operation						
	__.____	☐ In Operation ☐ Not Yet in Operation						
	__.____	☐ In Operation ☐ Not Yet in Operation						
	__.____	☐ In Operation ☐ Not Yet in Operation						
	__.____	☐ In Operation ☐ Not Yet in Operation						
	__.____	☐ In Operation ☐ Not Yet in Operation						
	__.____	☐ In Operation ☐ Not Yet in Operation						

DF-2

GENERAL SCHOOL INFORMATION INVENTORY

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ___ ___ ___ ___
school code

Name of School _____

Type of School: Public ☐ Private ☐

School District _____

Person Completing This Form _____

Position _____ Date ___ ___ ___ (mo. day year)

1. What is the total enrollment for this school?
   20 ___ (grades 9 and above)

2. What is the total male student enrollment for this school?
   ___

3. What is the total female student enrollment for this school?
   ___

4. What percentage of the total school enrollment dropped out of school last year?
   32 ___.___ %

5. What percent of the school enrollment are enrolled in vocational education?
   ___ ___.___ %

6. This school is located in an:
   1 ☐ Urban area
   2 ☐ Rural area
   3 ☐ Suburban area

7. This school offers vocational programs:
   1 ☐ Day only
   2 ☐ Night only
   3 ☐ Both day and night

8. Does the school have a vocational guidance program?
   ☐ Yes ☐ No

9. Does the school provide guidance services?
   ☐ Yes ☐ No

10. Total number of guidance personnel in this school.
    ___
    How many of these guidance personnel have specific vocational guidance preparation?
    ___

11. Does the school provide job placement services to vocational students?
    ☐ Yes ☐ No placement services available.
    If yes, check type(s)
    ☐ Cooperative program between school and state employment service
    ☐ Vocational teachers make referrals
    50 ☐ Guidance counselor assistance
    ☐ Other (specify) _____

12. If a secondary school, does the school have a practical arts program(s)?
    ☐ Yes ☐ No programs offered.
    If yes, check type(s)
    ☐ Industrial arts
    ☐ General business
    ☐ Home economics (homemaking)
    ☐ Other (specify) _____
    ☐ This is **not** a secondary school

13. If a secondary school, does this school or its feeder schools have a structured career guidance program?
    ☐ Yes ☐ No
    If yes, check type(s)
    Type of Enrollment
    ☐ Elementary students only (grades 8 and below).
    ☐ Secondary students (grades 9 and above).
    ☐ Both elementary and secondary students.
    Total Enrollment
    Estimate how many students will be served by this guidance program this school year.
    ___
    ☐ This is **not** a secondary school

14. Does the school curriculum require all students to receive some marketable skill training?
    67 ☐ Yes ☐ No

(DF-2 Revised 1971)

15. Does the school have a general advisory committee for vocational programs?

68 ☐ Yes ☐ No

16. Does every vocational instructional program offered in this school have an advisory committee?

☐ Yes ☐ No

17. Does the school have a written annual and long-range plan for vocational education?

☐ Yes ☐ No

18. Are average per pupil expenditures for **all** students computed?

☐ Yes ☐ No

19. Are average per pupil expenditures for **vocational** students computed?

☐ Yes ☐ No

20. Are average per pupil expenditures for each vocational instructional program computed?

☐ Yes ☐ No

21. Does this school provide vocational education to its students, but at locations other than this school building (e.g., area school, community college, etc.)?

74 ☐ Yes ☐ No

22. List below the vocational instructional programs **not** offered by this school which were most often requested by students or potential students.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM CODE	NUMBER OF REQUESTS MADE IN PAST TWELVE MONTHS
_____	___ . _____ 20	____
_____	___ . _____ 29	____
_____	___ . _____ 38	____
_____	___ . _____ 47	____
_____	___ . _____ 56	____

DF-5 A

EQUAL OPPORTUNITY INFORMATION

(DF-5A Revised 1971)

NOTE: The following information is needed to aid in establishing and maintaining quality vocational education programs with equal opportunity for all groups. This information need not be supplied by you if you do not wish to provide it.

14. **I consider myself to be:**

73

1 ☐ American Indian
2 ☐ Black, Negro, Afro-American
3 ☐ Latin American, Spanish Surname
4 ☐ Oriental American
5 ☐ White
6 ☐ Other (specify) _____

SPACE BELOW FOR ADULT AND POST-SECONDARY PROGRAM ENROLLEES ONLY

15. What was your **employment status** just before starting this vocational training program? **(check only one)**

74

1 ☐ I was employed **full time** (30 or more hours per week)
2 ☐ I was employed **part time** (less than 30 hours per week)
3 ☐ I was **unemployed**

16. Are you now employed full-time? ☐ Yes ☐ No

17. If you were **unemployed** just before starting this training program, did you receive **public assistance?** ☐ Yes ☐ No

18. If you were employed **full time** before starting this training program, what was the **wage** per hour you received?
☐ $1.59 or less per hour ☐ $1.60 or more per hour

19. What was the highest grade you completed in school before you entered this program? ___ 79

DF-5 A **VOCATIONAL STUDENT INFORMATION CARD**

Please Print

1. _____ name of school

4 school code

2. Date: month year

3. _____ instructional program title

18 instructional program code

4. 25 **Your social security number**

5. 34 **Last Name of Your Teacher**

6. 44 **Your Last Name** **First and Middle Initial**

Number and Street or Rural Route

City, Town, or Post Office State (abbreviated) Zip Code

7. Age:

8. Sex: ☐ Male ☐ Female

9. What is your **marital status?** ☐ single ☐ married

10. Are you a student from a **private school?** ☐ Yes ☐ No

11. If you use public transportation (Bus, etc.) to get to school, what does it cost each day? 65 $

12. If you drive to school by car, how many miles do you travel to and from school each day? 70

13. What is your **grade level** at this time?

(check only one) 71–72

A. **Secondary**

0 ☐ 9th
1 ☐ 10th
2 ☐ 11th
3 ☐ 12th
4 ☐ Special or Ungraded

B. **Post-Secondary**

5 ☐ 1st year
6 ☐ 2nd year
7 ☐ Special Ungraded

C. **Adult**

8 ☐ Preparatory
9 ☐ Supplementary

DF-4

ADULT LEVEL
INSTRUCTIONAL PROGRAM DATA

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4 ____ ____ ____ ____
school code

Date ____ ____ ____
month day year

School Name _____

School District _____ Teacher Completing This Form _____

Instructional Program Title _____
(What do you call this program?)

Vocational Program Area _____ 20 ____ . ____
(T and I, Agriculture, Home Ec., etc.) Vocational Program Code

1. What is the **purpose** of this training?
   (check one only)

26 1 ☐ Preparatory (initial or entry level) training

2 ☐ Supplementary (upgrading or in-service) training

3 ☐ Other (combination of the above—specify)

_____

2. Type of program:
   1 ☐ **Regular** vocational program
   2 ☐ **Special needs** program
   Only if this is a special needs program, check one or more items below to indicate persons served by this program.

   a. ☐ Handicapped:
      ☐ Physically handicapped
      ☐ Mentally retarded
      ☐ Emotionally disturbed
      ☐ Other (specify) _____

   b. ☐ Disadvantaged:
      ☐ Socio-Economically
      ☐ Culturally
      ☐ Educationally
      ☐ Other (specify) _____

3. Is this an MDTA training program?

38 ☐ Yes ☐ No

4. Is this an apprentice training program?

☐ Yes ☐ No

5. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?

40 ☐ Yes ☐ No

6. Is this instructional program offered on a **regular** on-going basis?

41 ☐ Yes ☐ No

7. If this instructional program is offered on a continuing basis, how is it expected to be offered this year?
   (check **one** only)

   1 ☐ Once each year
   2 ☐ Each semester
   3 ☐ Each trimester
   4 ☐ Quarterly
   5 ☐ Using instructional modules permitting students to enter at frequent intervals.
   6 ☐ Other (specify) _____

7 ☐ This program is **not** offered on a continuing basis

8. How many times will this instructional program be offered during this year (Sept.-August)?

____ Times
43

9. This instructional program is offered:
   1 ☐ Day only
   2 ☐ Night only
   3 ☐ Both day and night

10. How many separate courses must a student take to complete this instructional program?

____ Courses

11. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

____ Number of **weeks**
48

(DF-4 Revised 1971)

12. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

____ Clock hours
51

13. Are there any **special federal** programs **involved** in this instructional program?

55 ☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and type(s) of involvement.

Type(s) of Agency

☐ Department of Labor
☐ U.S. Office of Education
☐ Other (specify) _____

Type(s) of Involvement

☐ Provided funds
☐ Provided equipment
☐ Provided resource material and supplies
☐ Other (specify) _____

14. Are there any **state** (other than Vocational Division) or **local** level agencies **involved** in this instructional program?

63 ☐ Yes ☐ No Involvement

If yes, check one or more of the agencies below and types of involvement.

Type(s) of Agency

☐ Business and Industry
☐ Department of Corrections
☐ Interest Group for Disadvantaged
☐ Interest Group for Handicapped
☐ State Department of Education (other than Vocational Division)
☐ Union or Employee Group
☐ Vocational Rehabilitation
☐ Welfare Department
☐ Other (specify) _____

Type(s) of Involvement

☐ Provided funds
☐ Provided equipment
☐ Provided resource materials and supplies
76 ☐ Other (specify) _____

15. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

26 ☐ Developed or adapted by local staff
☐ Standard state curriculum guide
☐ Commercially prepared materials
☐ Borrowed from similar program
☐ Developed by special agency or association (specify) _____
☐ Other (specify) _____

16. Does this instructional program have an **advisory committee?**

☐ Yes ☐ No

17. Is **consumer education** provided as a part of this instructional program?

☐ Yes ☐ No

18. Indicate the number of vocational teachers assigned to this program who are on a:

____ Full-time basis
____ Part-time basis

19. How many of these vocational teachers require additional work experience or teacher education courses to complete state certification requirements?

____ Need work experience
____ Need teacher education

20. Estimate the average out-of-pocket cost to students in this instructional program.

$ _____ .00 Average out-of-pocket cost per student
40

21. Indicate the number of educationally disadvantaged persons among those enrolled in this instructional program.

____ Number of disadvantaged

22. Indicate the number of physically and mentally handicapped persons among those enrolled in this instructional program.

____ Number of handicapped
49

23. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	52	55
Supplementary	58	61

(DF-4 Revised 1971)

☐ For State Use Only

DF-5 B

INSTRUCTIONS

(DF-5B Revised 1971)

WHENEVER THERE IS A CHANGE IN ENROLLMENT STATUS FOR THIS STUDENT, COMPLETE THE APPROPRIATE ITEMS BELOW AND ON THE REVERSE SIDE OF THIS CARD.

OR

IF THIS STUDENT IS STILL IN THIS PROGRAM AT THE END OF THE CURRENT SCHOOL YEAR CHECK THIS BOX ☐ 46
AND COMPLETE ITEMS 1, 2, 3, and 4 BELOW. DO NOT MARK ITEMS ON THE REVERSE SIDE OF THIS CARD.

AND

FORWARD THIS CARD TO THE STATE OFFICE WITHIN TWO (2) WEEKS AFTER COMPLETING EITHER OF THE ABOVE STEPS.

1. Do you consider this student to be:
   - ☐ Educationally disadvantaged
   - ☐ Socio-economically disadvantaged
   - ☐ Physically handicapped
   - 50 ☐ Mentally retarded

177

2. This student has participated in:
   - ☐ Cooperative work experience (Co-op Part B)
   - ☐ Cooperative work experience (Co-op Part G)
   - ☐ Vocational work study
   - ☐ Vocational work experience
   - 55 ☐ Apprentice program

3. Did this student receive any specialized remedial instruction?
   56 ☐ Yes ☐ No

4. Is this student a referral from a special Department of Labor program? ☐ Yes ☐ No

DF-5 B

VOCATIONAL STUDENT STATUS REPORT

170

READ INSTRUCTIONS ON THE REVERSE SIDE BEFORE COMPLETING ANY ITEMS BELOW

5. CURRENT STUDENT STATUS:

58
1 ☐ Completed the requirements of this program—**not** in school.
2 ☐ Completed the requirements of this program—**Still** in school.
3 ☐ Still in school—in different vocational program.
4 ☐ Still in school—no longer in any vocational program.
5 ☐ Transferred to another school.
6 ☐ Left school before completing program requirements.
7 ☐ Unknown.

6. DATE OF COMPLETION OR TERMINATION:

__ __ - __ __ - __ __
mo. day year

7. Was an EXIT INTERVIEW conducted with this student?

☐ Yes ☐ No

8. EMPLOYMENT STATUS OF STUDENT:

66
1 ☐ Will not seek employment.
2 ☐ Will seek employment.
3 ☐ Status unknown.
4 ☐ Already employed fulltime

CONDITIONS OF TERMINATION:

9. 1 ☐ Voluntary 2 ☐ Involuntary

10. 1 ☐ Graduated 2 ☐ Terminated

11. REASONS FOR TERMINATION:

☐ Transportation unavailable.
☐ Unable to afford transportation.
☐ Unable to afford instructional & related costs.
☐ Other (specify)_____.
73 ☐ Unknown or no interview.